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ABSTRACT

As the second phase of a two phase assessment, this report presents the results of a rapid feedback evaluation of the extent to which the Women's Educational Equity Act Program (WEEAP) is making progress toward its objectives. Two different kinds of management-oriented information gathering activities were involved: "evaluability assessment" (Phase I) and "rapid feedback evaluation" (Phase II) to provide immediate information on program performance. The premise for the study was that it was inappropriate and unsound to attempt a formal program evaluation until an evaluability assessment had shown WEEAP was capable of functioning as intended and a rapid feedback evaluation, using readily available information, showed positive results. Chapter I summarizes the Phase I evaluability assessment and discusses the purpose, scope, and general approach of the rapid feedback evaluation. Chapters II through VI present the results of the five separate assessment activities that comprised the rapid feedback evaluation. Chapter VII integrates these findings and recommends action steps that can be taken to improve program management and operation. (Author)

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RAPID FEEDBACK EVALUATION OF THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

Final Technical Report

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December 1981

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Chapter I

INTRODUCTION

This report presents the results of a rapid feedback evaluation of the extent to which the Women's Educational Equity Act Program (WEEAP) is making progress toward its objectives. The study was the second phase of a two-phase assessment carried out by AIR under contract to Organizational Performance Service (OPS) of the U.S. Department of Education. Two different kinds of management-oriented information gathering activities were involved: "evaluability assessment" (Phase I) and "rapid feedback evaluation" (Phase II) to provide immediate information on program performance.

The premise for the study was that it was inappropriate and unsound to attempt a formal program evaluation until an evaluability assessment had shown WEEAP was capable of functioning as intended and a rapid feedback evaluation, using readily available information, showed positive results.

AIR completed the Phase I evaluability assessment in approximately six months. It is described in a report entitled, "Evaluability Assessment of the Women's Educational Equity Act Program. Phase I Final Technical Report (Campeau, 1980). The present report covers Phase II, the rapid feedback evaluation of WEEAP.

The remainder of Chapter I summarizes the Phase I evaluability assessment and discusses the purpose, scope, and general approach of the rapid feedback evaluation. Chapters II through VI present the results of the five separate assessment activities that comprised the rapid feedback evaluation. Chapter VII integrates these findings and recommends action steps that can be taken to improve program management and operation.

Overview of the Phase I Evaluability Assessment

The purpose of the evaluability assessment was to arrive at a program model of WEEAP that was evaluable, i.e., one that:

- had clearly defined and measurable objectives;
- had a discernible logic for reaching the objectives;
- had a set of sequenced activities that were plausible representations of the logic;
- either had or could easily obtain feasible process and outcome measures;
- contained clear provisions for program management's and policymakers' use of the information provided; and
- provided options for possible alternatives for improving program performance.

We used a variety of strategies to arrive at a complete description of WEEAP and to complete our preliminary analysis of its evaluability. Highlights of these procedures and findings are presented next.

A Description of WEEAP As It Is Intended to Operate

Our initial description of the program was based on studying the WEEAP legislation, regulations, and other relevant documents and then augmenting this with extensive interviews with the WEEAP Director, agency officials to whom she reports, staff at the National Advisory Council on Women's Educational Programs (NACWEP), Congressional staff, and constituents who are vitally concerned with the program's operation and accomplishments.

The authorizing legislation. The Women's Educational Equity Act of 1974 authorized a program of discretionary grants and contracts whose purpose was to promote educational equity for women and girls at all levels of education. According to the legislative mandate, this was to be accomplished by funding the development, dissemination, and demonstration of model projects, materials, and approaches that would target on every area of education that perpetuates sex bias. The model products and approaches were expected to be useful in a variety of situations and under a variety of conditions. The emphasis on variety in the approaches represented in these model products reflected the assumption that there are multiple paths

to achieving educational equity and that a range of options should be made available to potential users. A further assumption was that widespread use of WEEAP products would enhance educational equity and improve education for women and girls of all ages.

The Act was reauthorized and substantially revised by the Education Amendments of 1978. A two-tier funding strategy was introduced. Tier 1 continued the funding of developmental, dissemination, and demonstration activities within the same broad areas as the original Act. Tier 2 authorized a new program thrust that would provide financial assistance to enable educational agencies and institutions and other eligible applicants to meet the requirements of Title IX of the Education Amendments of 1972. Tier 2 activity would be triggered automatically once WEEAP's appropriation exceeded $15 million. An underlying assumption was that the model projects, materials, and approaches developed by grantees under Tier 1 would be available for use by local school districts and other eligible applicants funded under Tier 2.

Another major change in the 1978 Act was a requirement that the Commissioner (Secretary) establish priorities to ensure the most effective use of the funds available. The WEEAP regulations in their final form established five priorities for model projects. The first was for model projects on Title IX compliance. There were two separate priorities for model projects to promote educational equity for racial and ethnic minority women and girls, and for disabled women and girls. The fourth priority was for projects to influence leaders in educational policy and administration. The fifth priority was for model projects to eliminate persistent barriers to educational equity for women. In addition, other authorized activities could continue to be funded in a separate category.

Together, the 1978 Act and the regulations establishing priorities for model projects placed more specific emphasis than ever before on educational equity and institutional change.

<u>WEEAP's funding history</u>. WEEAP's funding history from the 1975 fiscal year through the 1981 fiscal year was as follows:

Year	Authorization	Appropriation
1975	$ -0-	$ -0-
1976	30,000,000	6,270,000
1977	30,000,000	7,270,000
1978	30,000,000	8,085,000
1979	30,000,000	9,000,000
1980	80,000,000	10,000,000
1981	80,000,000	8,125,000*

Although Congress dramatically increased the authorized level of funding for the program for the 1980 fiscal year from $30 million to $80 million (an increase of 267 percent), the amount of money actually appropriated for WEEAP in FY80 represented only a minimal increase in funding (from $9 million to $10 million, or an increase of approximately 11 percent). Thus, WEEAP has had to attempt to maintain its momentum and to show progress toward its objectives at a consistently low appropriation level--too low to trigger the implementation of Tier 2 activity.

A portrayal of WEEAP in chart form. In an evaluability assessment the description of how the program is intended to operate is rendered in the form of a diagram that shows program activities and their intended effects. Called a "logic model," this portrayal represents the expectations for the program stated as a series of "if-then" hypotheses. The logic model for WEEAP is shown in Figure 1 on the fold-out following this page. The model shows only Tier 1 of the program because WEEAP has never been funded in excess of $15 million, the trigger level for the implementation of Tier 2 activity.

Consensus on Program Objectives

The ultimate goal set for WEEAP by its broad legislative mandate is to reduce sex stereotyping and bias in education for females of all ages. The logic model in Figure 1 shows the strategies and intermediate outcomes which WEEAP management and policymakers regard as preconditions for successful achievement of this ultimate goal. These intermediate outcomes, in turn, were useful in clarifying and gaining consensus on a more specific set of objectives against which to measure program performance.

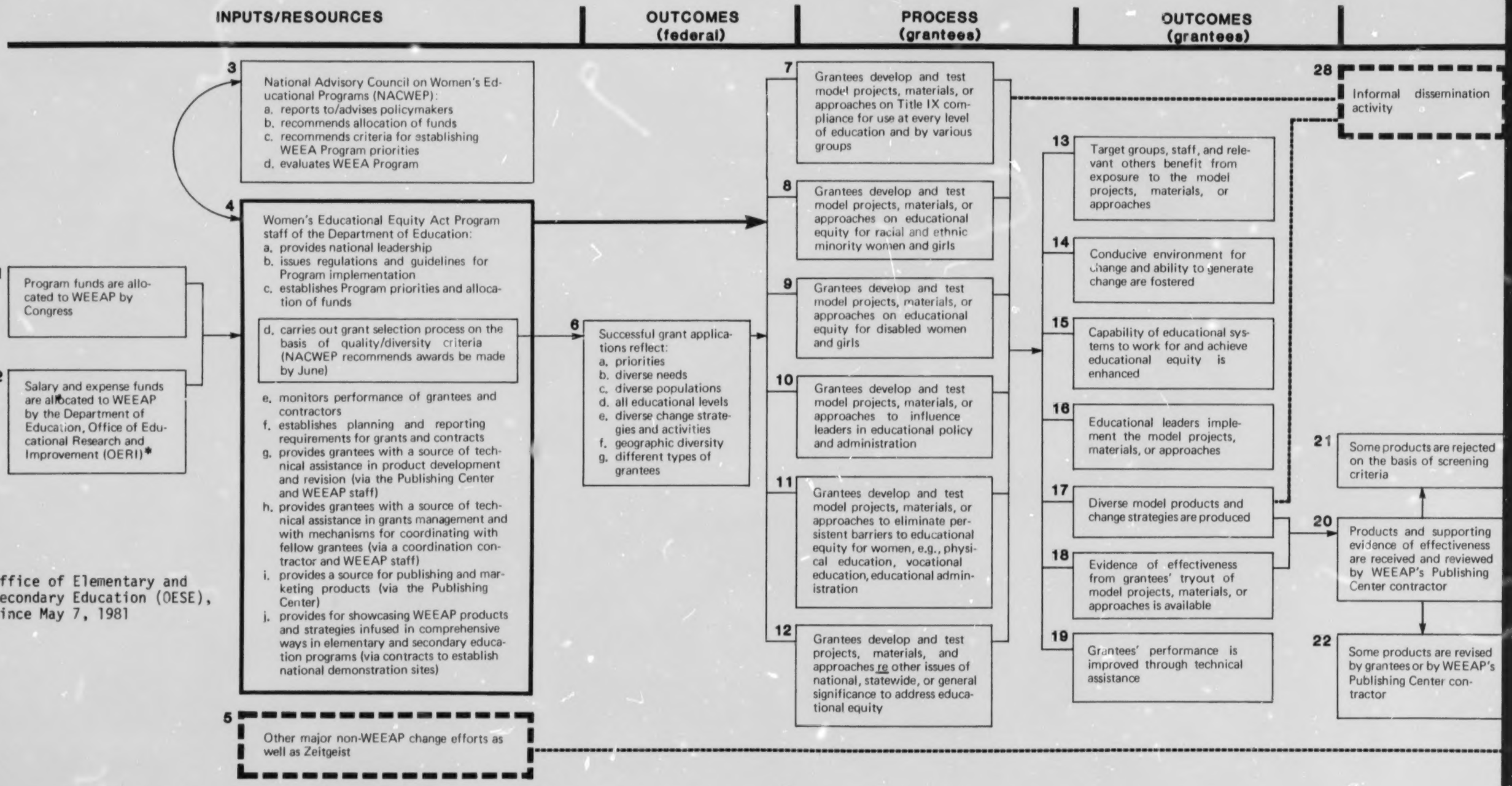
---

* When Congress approved the Administration's decision to cut the Department of Education's budget for the 1981 fiscal year by 25%, WEEAP's budget (in the Department's continuing resolution) for 1981 was cut by 12.5% from $10 million to $8.125 million.

Figure 1

Detailed Logic Model of the Int

SOURCES: WEEAP Director, NACWEP Director, NACWEP Evaluation, RFPs, Regulations for


INPUTS/RESOURCES
OUTCOMES (federal)
PROCESS (grantees)
OUTCOMES (grantees)
1 Program funds are allocated to WEEAP by Congress
2 Salary and expense funds are allocated to WEEAP by the Department of Education, Office of Educational Research and Improvement (OERI)*
3 National Advisory Council on Women's Educational Programs (NACWEP):
a. reports to/advises policymakers
b. recommends allocation of funds
c. recommends criteria for establishing WEEA Program priorities
d. evaluates WEEA Program
4 Women's Educational Equity Act Program staff of the Department of Education:
a. provides national leadership
b. issues regulations and guidelines for Program implementation
c. establishes Program priorities and allocation of funds
d. carries out grant selection process on the basis of quality/diversity criteria (NACWEP recommends awards be made by June)
e. monitors performance of grantees and contractors
f. establishes planning and reporting requirements for grants and contracts
g. provides grantees with a source of technical assistance in product development and revision (via the Publishing Center and WEEAP staff)
h. provides grantees with a source of technical assistance in grants management and with mechanisms for coordinating with fellow grantees (via a coordination contractor and WEEAP staff)
i. provides a source for publishing and marketing products (via the Publishing Center)
j. provides for showcasing WEEAP products and strategies infused in comprehensive ways in elementary and secondary education programs (via contracts to establish national demonstration sites)
5 Other major non-WEEAP change efforts as well as Zeitgeist
6 Successful grant applications reflect:
a. priorities
b. diverse needs
c. diverse populations
d. all educational levels
e. diverse change strategies and activities
f. geographic diversity
g. different types of grantees
7 Grantees develop and test model projects, materials, or approaches on Title IX compliance for use at every level of education and by various groups
8 Grantees develop and test model projects, materials, or approaches on educational equity for racial and ethnic minority women and girls
9 Grantees develop and test model projects, materials, or approaches on educational equity for disabled women and girls
10 Grantees develop and test model projects, materials, or approaches to influence leaders in educational policy and administration
11 Grantees develop and test model projects, materials, or approaches to eliminate persistent barriers to educational equity for women, e.g., physical education, vocational education, educational administration
12 Grantees develop and test projects, materials, and approaches re other issues of national, statewide, or general significance to address educational equity
13 Target groups, staff, and relevant others benefit from exposure to the model projects, materials, or approaches
14 Conducive environment for change and ability to generate change are fostered
15 Capability of educational systems to work for and achieve educational equity is enhanced
16 Educational leaders implement the model projects, materials, or approaches
17 Diverse model products and change strategies are produced
18 Evidence of effectiveness from grantees' tryout of model projects, materials, or approaches is available
19 Grantees' performance is improved through technical assistance
20 Products and supporting evidence of effectiveness are received and reviewed by WEEAP's Publishing Center contractor
21 Some products are rejected on the basis of screening criteria
22 Some products are revised by grantees or by WEEAP's Publishing Center contractor
28 Informal dissemination activity

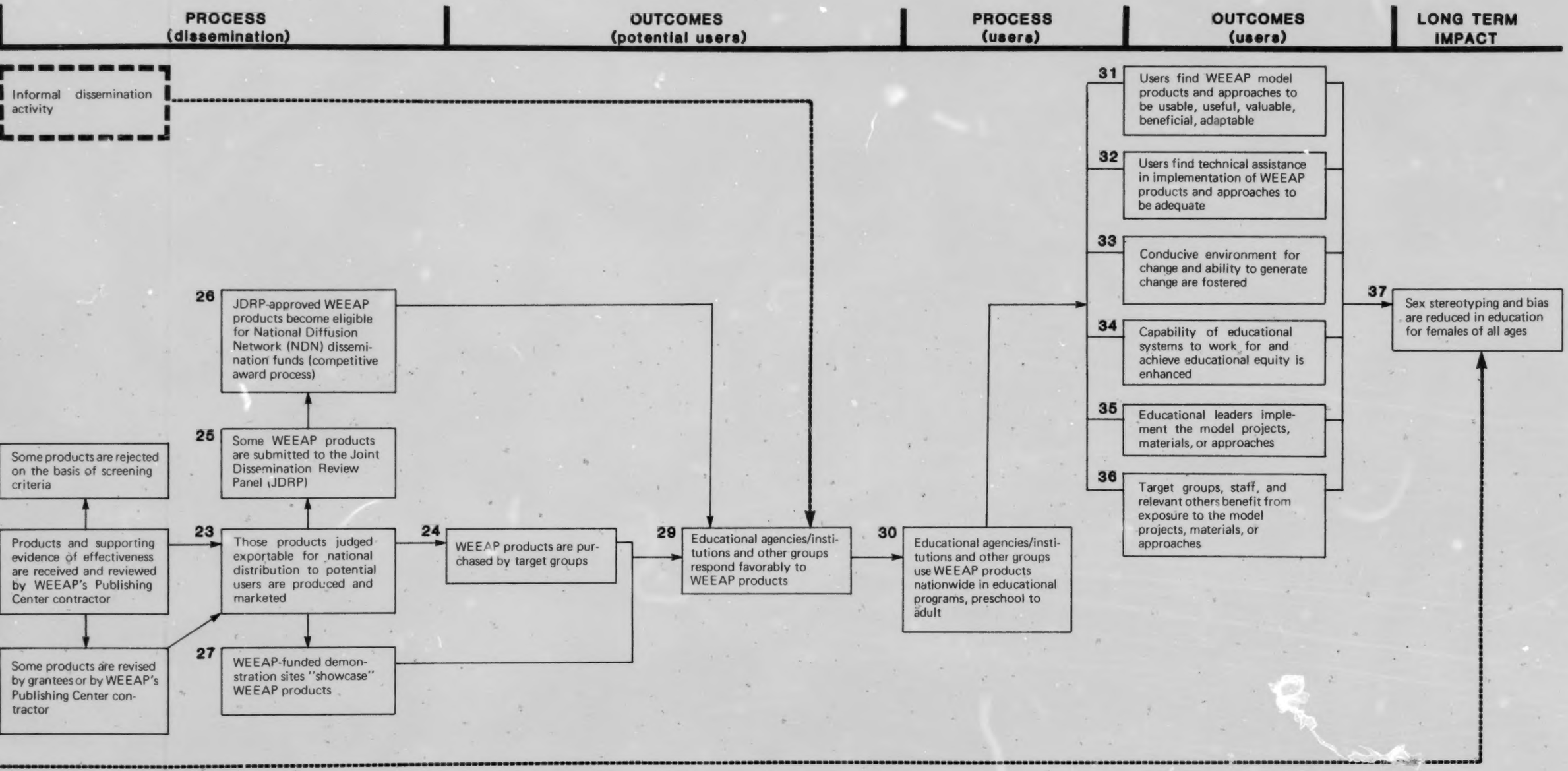
*Office of Elementary and Secondary Education (OESE), since May 7, 1981

NOTE: This Logic Model describes the WEEA Program as implemented in 1980-1981.

Figure 1

of the Intended WEEA Program

FPs, Regulations for Implementing the WEEA Legislation, WEEAP Publishing Center Contractor


PROCESS (dissemination)
OUTCOMES (potential users)
PROCESS (users)
OUTCOMES (users)
LONG TERM IMPACT
Informal dissemination activity
26 JDRP-approved WEEAP products become eligible for National Diffusion Network (NDN) dissemination funds (competitive award process)
25 Some WEEAP products are submitted to the Joint Dissemination Review Panel (JDRP)
Some products are rejected on the basis of screening criteria
Products and supporting evidence of effectiveness are received and reviewed by WEEAP's Publishing Center contractor
23 Those products judged exportable for national distribution to potential users are produced and marketed
24 WEEAP products are purchased by target groups
Some products are revised by grantees or by WEEAP's Publishing Center contractor
27 WEEAP-funded demonstration sites "showcase" WEEAP products
29 Educational agencies/institutions and other groups respond favorably to WEEAP products
30 Educational agencies/institutions and other groups use WEEAP products nationwide in educational programs, preschool to adult
31 Users find WEEAP model products and approaches to be usable, useful, valuable, beneficial, adaptable
32 Users find technical assistance in implementation of WEEAP products and approaches to be adequate
33 Conducive environment for change and ability to generate change are fostered
34 Capability of educational systems to work for and achieve educational equity is enhanced
35 Educational leaders implement the model projects, materials, or approaches
36 Target groups, staff, and relevant others benefit from exposure to the model projects, materials, or approaches
37 Sex stereotyping and bias are reduced in education for females of all ages

The agreed upon specific objectives for WEEAP's federal level and field operations are listed below.

Federal level objectives:

- Ensure that the grant selection process is fair and consistent.
- Ensure that Program Officers facilitate successful completion of grant projects, particularly with respect to identifying problems early and participating in their resolution.

Field level objectives:

- Develop diverse, tested model products and change strategies.
- Produce and market the best of these model products and strategies to potential users, nationwide.
- Demonstrate that these model products and strategies are usable, useful, valuable, beneficial, and adaptable.
- Specifically, demonstrate that use of the model products and strategies:
  - produces positive changes in participants' behavior, attitudes, aspirations, and awareness and in educational policy and practice;
  - fosters a conducive environment for equitable change;
  - enhances the capability of the educational system to work for and to achieve educational equity.

Our document reviews and federal level interviews in Phase I confirmed there was general agreement that WEEAP should be directing its efforts toward accomplishments that are consistent with these intermediate objectives.

WEEAP's Readiness for Evaluation

A major purpose of the Phase I evaluability assessment was to determine whether WEEAP's objectives were plausible and measurable at present and whether further evaluation of them in the Phase II rapid feedback evaluation was feasible and likely to be useful. Our methods of making these determinations included further extensive interviews with the WEEAP Director and her staff, federal level policymakers, staff at the National Advisory Council for Women's Educational Programs (NACWEP), Congressional staff, key staff at the WEEAP Publishing Center, and staff of grant projects at nine sites.

Our aims in all of these contacts were the same: (1) to clarify what was really being attempted with respect to a particular objective or activity; (2) to identify points at which program performance could be assessed with respect to WEEAP's agreed upon objectives; and (3) to determine what measures or indicators of accomplishment were readily available in the event that the Phase II rapid feedback evaluation was deemed desirable.

Conceivably, an evaluability assessment could reveal that there is no real program--that the rhetoric in Washington was not backed up by operations in the field that could possibly produce the outcomes being promised by the legislation, program management, and spokespersons concerned with the program's continuance. In WEEAP's case, the evaluability assessment showed a more positive result. We found that there was reasonably close correspondence between the model of the intended program and the program in place, that is, its day-to-day operation.

Plausibility of WEEAP's objectives. In assessing WEEAP's readiness for evaluation, we made judgments about the necessary and sufficient conditions that must be in place for WEEAP to achieve its objectives. In the language of evaluability assessment, making such judgments is called determining the plausibility of the program's objectives. These judgments involved estimating the extent to which present conditions justified expectations about WEEAP's ability to achieve its objectives. The results of our analysis are presented in the report on Phase I of this study (Campeau, 1980). In brief, we concluded that, while there was insufficient justification at WEEAP's present level of funding for expecting desired changes in educational equity to have been accomplished on an impressive scale, this is not to say that WEEAP is unable to show progress toward its objectives.

Feasibility of measuring program performance. Assessing WEEAP's readiness for evaluation also entailed judging whether the agreed upon objectives were measurable and whether feasible sources of performance data were available to indicate progress in achieving them. We concluded that WEEAP's objectives were measurable, but that:

- data on user response to WEEAP products were not available because no systematic user survey had been done;
- evidence of impact from grant projects and products was likely to be subjective and informal and might not necessarily address outcomes of most interest to WEEAP; and

- quantitative information that would support what previously have been largely impressionistic statements about WEEAP product dissemination was lacking.

We further concluded that feasible data sources existed that could be accessed to obtain this information (e.g., the WEEAP Publishing Center's sales records and state-by-state files of purchase invoices identifying the names and locations of users, grantees' evaluation reports).

Utility of program performance data. The final purpose of the Phase I evaluability assessment was to determine whether the information obtained on WEEAP's progress toward each of the agreed upon objectives would be used by program management and policymakers. Figure 2 displays each of the agreed upon objectives for WEEAP's field operation* and, alongside each, our judgments of WEEAP's readiness at present to show progress toward the objectives, and the pertinent evaluation questions. These evaluation questions reflect the consensus of program management, policymakers, and the Work Group** on the type of information with highest utility at present for program planning and for demonstrating WEEAP's success in achieving its objectives.

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* The agreed upon objectives for WEEAP's federal level operation, listed earlier, do not appear in Figure 2 because it was determined to exclude their assessment in Phase II's rapid feedback evaluation. This decision reflected program management's uncertainty about the extent of future authorization and appropriations required to continue WEEAP as a federal program. The consensus was that the most important, appropriate, and economical focus for Phase II would be WEEAP's accomplishments in developing, disseminating, and demonstrating the usefulness and impact of its products, projects, and approaches.

** Phase I was carried out by AIR in close cooperation with a Work Group that met every two or three weeks during the first five months of the contract. The Work Group consisted of the WEEAP Director, the AIR Project Director, the OPS Project Officers, and other Department of Education staff. The AIR Project Director kept the Work Group informed of the study's procedures and findings. The Work Group advised and assisted in identifying and accessing data sources, identifying measures and indicators that could be used in a subsequent assessment, and developing management and evaluation options.

Figure 2

SUMMARY OF WEEAP'S FIELD OBJECTIVES, EVALUABILITY, AND EVALUATION QUESTIONS

Program Objective	WEEAP's Readiness for Evaluation (Campeau, 1980)	Evaluation Questions	Cross-Ref. Code for Phase II Assessment
• Develop diverse, tested model products and change strategies.	This objective can be met as WEEAP is currently operating. However, the definition of "tested" varies from "expert review" to "field testing" of model products and change strategies.	What evidence exists of the tested effectiveness of WEEAP products and strategies?	A
• Produce and market the best of these model products and strategies to potential users, nationwide.	This objective can conceivably be met as WEEAP's Publishing Center is operating. However, the budget is too limited to support aggressive marketing or in-depth assistance to users of WEEAP products and strategies.	What evidence exists to portray convincingly the efficiency and effectiveness of WEEAP's product dissemination effort?	B
• Demonstrate that these model products and strategies are usable, useful, valuable, beneficial, and adaptable.	The plausibility of this objective cannot be estimated at present because an adequate user survey has not been done and because the national demonstration sites are still in their initial phases of implementing WEEAP products and strategies outside the developer sites.	Are WEEAP products found to be of high quality, easy to implement, adaptable, useful, and effective by those who purchase them? What factors influence implementation and utilization of WEEAP products and strategies?	C

Figure 2 (continued)

SUMMARY OF WEEAP'S FIELD OBJECTIVES, EVALUABILITY, AND EVALUATION QUESTIONS

Program Objective	WEEAP's Readiness for Evaluation (Campeau, 1980)	Evaluation Questions	Cross-Ref. Code for Phase II Assessment
• Specifically, demonstrate that use of the model products and strategies: - produces positive changes in participants' behavior, attitudes, aspirations, and awareness and in educational policy and practice; - fosters a conducive environment for equitable change; - enhances the capability of the educational system to work for and to achieve educational equity.	The plausibility of this objective cannot be estimated in the absence of objective assessment. Although grantees in our study sample for the Phase I evaluability assessment said that these effects were gratifying aspects of their projects, only informal evidence existed in most cases to attest to their actual occurrence. Similarly, no objective evidence of effects has been sought from users of WEEAP's model products and change strategies.	What is the nature and context of product impact? What indications are there that use of WEEAP products and strategies can contribute to promoting educational equity and improving education?	D

Overview of the Phase II Rapid Feedback Evaluation

The remainder of this chapter explains the purpose, scope, and general approach used in the rapid feedback evaluation.

Purpose

The purpose of the rapid feedback evalution was to:

- obtain a rough estimate of progress toward the agreed upon objectives for the WEEA Program from information that was easy to obtain and analyze;
- estimate the difficulty and likely utility of conducting a more formal evaluation of program performance in the future; and
- recommend action steps (management and evaluation options) that could be exercised to improve the program.

The intended audience for this information was program management and policymakers. The intended use of the information was to maintain or adjust program activities and to plan a formal evaluation if that were desirable at some future time.

Scope

The rapid feedback evaluation's scope was determined by the foregoing results of the evaluability assessment, as summarized in Figure 2 on pp. 8, 9. Specifically, the Phase II rapid feedback evaluation consisted of five separate assessments. They are listed below and cross-referenced with a letter code to Figure 2. This format is intended to clarify the connection between Phase II and the program objectives and evaluation questions agreed on in Phase I. The "chapter reference" serves as an index to the results of the rapid feedback evaluation, presented in the next five chapters.

Nature of the Phase II Assessment Activity	Figure 2 Reference (see pp. 8, 9)	Chapter Reference
Determine whether users perceive WEEAP products to be of high quality, easy to implement, adaptable, useful, and effective.	C	Chapter II
Carry out a limited number of sales analyses based on readily available information from the WEEAP Publishing Center.	B	Chapter III
Obtain and synthesize readily available evidence of impact from grantees' product and project implementations.	A, D	Chapter IV
Identify factors that have influenced the utilization of WEEAP products and approaches in comprehensive educational programs and describe their consequences.	C	Chapter V
Determine whether state education agencies (SEAs) that have received WEEAP grants or used WEEAP products found that these activities contributed to improved educational programs, policies, or practices.	D	Chapter VI

General Approach

The methodology for rapid feedback evaluation emphasizes the use of small samples* and the collection of readily available qualitative and quantitative data that is directly pertinent to assessing program performance on agreed upon objectives.

* There are caveats with respect to generalizing findings from each data source, and these are carefully explained in each of the next five chapters. In brief, it is not within the scope of a rapid feedback evaluation to provide definitive answers to questions about WEEAP's product development, dissemination, and demonstration activities. Instead, the purpose is to do what amounts to a "pilot evaluation." This provides very rough estimates of program performance and permits us to make educated recommendations as to what should be examined in future, formal evaluations, what data sources and indicators of accomplishment can most profitably be used, how such data might be organized and reported, and so on. A rapid feedback evaluation also helps to determine where further evaluation is not feasible, or where the quality and substance of data will not be worth the cost.

Information for WEEAP's rapid feedback evaluation was obtained from five sources:

- 25 product users, about equally divided among postsecondary institutions, state education agencies (SEAs), local education agencies (LEAs), and others (see Chapter II);
- sales records for 1978, 1979, and 1980, and 388 purchase invoices representing a 5% random sample of those on file at the WEEAP Publishing Center (see Chapter III);
- nine grantees whose products were thought by the WEEAP Publishing Center to be among the highest quality and best selling materials to have been produced and disseminated as of the end of 1980 (see Chapter IV);
- staff for the five national demonstration sites where WEEAP products and approaches are being used in a comprehensive way to implement sex-fair educational programs (see Chapter V); and
- nine state education agencies that had either been WEEAP grantees, recipients of Civil Rights Act Title IV funds for sex equity activity, or frequent purchasers of WEEAP products (see Chapter VI).

Data collection methods related to each of the above sources are described in the appropriate chapters. Briefly, our methods consisted of in-depth interviews, site visits, and computer analyses of sales records and coded information on purchase invoices.

There were many points of overlap in the data elements that composed the foci of these separate data collection activities. This was intentional and was a strategy for hedging against the limited generalizability of findings from any single data source.

Figure 3 portrays the nature and extent of this overlap, and provides a graphic representation of our strategy for integrating findings across data sources that provided information on similar points. Chapter VII presents the integrated findings on WEEAP's progress toward achieving the agreed upon objectives. It also sets forth management and evaluation options that can be implemented to strengthen the WEEA Program and to improve its ability to demonstrate measurable success in meeting its objectives.

Figure 3

OVERVIEW OF FOCI FOR DATA COLLECTION AND ANALYSES FOR THE WEEAP RAPID FEEDBACK EVALUATION

	"User Survey" (Ch. II)	"Impact from Grant Projects and Products" (Ch. IV)	"Utilization of WEEAP Products and Approaches at Nat'l. Demo. Sites" (Ch. V)	"SEA Perceptions of WEEAP Product Utility and Impact" (Ch. VI)
Focus: Product Choice				
• factors influencing product choice	X		X	
• course of action if product had not been available	X			X
• characteristics of product used	X		X	X
Focus: Product Utilization				
• nature of product utilization	X		X	X
• ease of implementation/adaptation	X		X	X
• assistance wanted or needed in using product	X		X	X
• factors affecting product utilization	X		X	
Focus: Product and/or Project Impact				
• outcomes user/grantee expected	X	X		X
• outcomes accomplished	X	X		X
• indicators accepted as evidence of each outcome accomplished	X	X		X
• nature of activities or bonus outcomes after grant project or use of products	X	X		X
• factors contributing to or inhibiting product or project impact		X	X	
Focus: Scope of Project and Product Evaluation				
• purpose of grantee's evaluation		X		
• congruence or disparity between grantee's evaluation focus and WEEAP's needs for targeted evaluation data		X		
• level of effort devoted to project and product evaluation vis-a-vis amount, duration, and purpose of grant		X		
Focus: Recommendations for Improving Project and Product Evaluation				
• improving quality of evaluations		X		
• improving pertinence of evaluations for WEEAP's information needs		X		
Focus: Product Quality				
• purchaser's rating of product's technical quality (printing, graphics, format, etc.)	X		X	X
• purchaser's rating of product's substantive quality (accuracy, pertinence, adequacy, etc.)	X		X	X
Focus: Future Interest/Preferences for Model Products, Materials, Approaches				
• decision re continued use of products	X		X	X
• preferred directions for product development	X		X	X
• preferred delivery system for product dissemination	X	X	X	
• preferred strategies for technical assistance in product utilization (includes demonstrations of product utilization	X	X	X	X
• interest in continuing or endorsing educational equity activity in the future	X		X	X
• factors encouraging or hindering educational equity activity	X		X	X

Chapter II

USERS' PERCEPTIONS OF WEEAP PRODUCTS

Purpose

The user survey was designed to determine users' perceptions of WEEAP products in terms of their quality, ease of implementation, adaptability, usefulness, and effectiveness. AIR conducted telephone interviews with a sample of product users to obtain this information, focusing the interviews on the following questions:

Product Choice

- What type of product was purchased?
- Who was responsible for selecting the materials?
- What sources were consulted to learn about educational equity materials?

Product Utilization

- Were the materials used?
- What was the target audience with whom the materials were used?
- How were the materials used?

Product Impact

- What was the motivation for purchase or the intended use of the materials?
- What impact did the materials have?
- What indicators were accepted as evidence of this impact?
- Were there any "bonus" outcomes from use of the materials?

Product Quality

- What was the technical and substantive quality of the materials?

Future Directions

- What plans are there for continued use of the WEEAP products?
- What kinds of educational equity materials should WEEAP develop in the future?

- Is WEEAP's current publication and dissemination system satisfactory?

Procedure

Sampling

A random sample of 220 invoices was selected from the WEEAP Publishing Center's files, which contain a total of 7,760 purchase invoices. These 220 invoices were sorted into four groups by geographic region, and each of these was sorted into four purchaser categories: local education agencies (LEAs), state education agencies (SEAs), institutions of higher education (IHEs), and Other.* A random sample of 32 purchasers was then selected, with two purchasers of each type for each region.

When AIR learned that the sample of LEAs and SEAs had to be restricted to the nine states cleared for the rapid feedback evaluation, the sample was reduced to 28 purchasers and adjusted as is shown in Table 1. The sample that resulted from this adjustment was not a statistically random sample.

Table 1

USER SURVEY SAMPLE BY REGION AND TYPE OF PURCHASER
(Showing Number of Interviews Completed
over Number of Invoices Selected--25/28)

	Type of Purchaser				
Region	LEA	SEA	IHE	Other	Total
Northeast	2/2	0/0	2/2	3/3	7/7
Southeast	1/1	1/1	2/3	0/1	4/6
North Central	2/2	1/1	2/2	2/2	7/7
West	2/2	2/2	2/2	1/2	7/8
Total	7/7	4/4	8/9	6/8	25/28

NOTE: Regions were defined as follows:
Northeast: CT, DE, ME, MD, MA, NH, NJ, NY, PA, RI, VT
Southeast: AL, AR, FL, GA, KT, LA, MS, NC, SC, TN, VA, WV
North Central: IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI
West: AK, AZ, CA, CO, HI, ID, MT, NV, NM, OK, OR, TX, UT, WA, WY

* The Other category included private companies, county or city governments, public and private service agencies, and individuals.

Survey Methodology and Generalizability of Findings

Telephone interviews lasting 30 minutes to one hour were conducted with 25 WEEAP product users--including representatives from seven LEAs, four SEAs, eight IHEs, and six Others. The small number of interviews conducted with SEA purchasers was supplemented by expanding the interview with three purchasers interviewed in another part of this study (reported in Chapter VI). Three other interviews could not be completed because, in two cases, the person knowledgeable about product use was not available, and in one case, the purchaser could not recall making the purchase.

Estimating the size of the universe of WEEAP product users to be at least the number of purchase invoices on file at the WEEAP Publishing Center (7,760 invoices), findings based on a sample of 25 users yield maximum 95% confidence bounds of approximately 19.6 percentage points. Thus, if in our sample of 25 users, 45% report that they did not use the materials they bought in their entirety but only very selectively, the true percentage will be somewhere between 25% and 65%.

Results

Results of the user survey are summarized here according to the five focal points of the interviews:

- Product Choice
- Product Utilization
- Product Impact
- Product Quality
- Future Directions

Product Choice

What type of product was purchased? Interviewers focused the discussion on a single WEEAP product, whenever possible selecting one of the items listed on the invoice that was made available by the WEEAP Publishing Center after January 1979. Occasionally, interviewees preferred to discuss another WEEAP product which they had used and with which they were more familiar. Some wished to discuss more than one set of WEEAP materials, and one

preferred to discuss WEEAP products in general. Table 2 shows the distribution of types of products discussed by type of purchaser.

Table 2

DISTRIBUTION OF TYPES OF WEEAP PRODUCTS DISCUSSED IN THE USER SURVEY BY TYPE OF PURCHASER

	Type of Purchaser				
Type of Product*	LEA (N=7)	SEA (N=4)	IHE (N=8)	Other (N=6)	Total
Staff Development	8	1	1	-	10
Curriculum**	3	2	4	2	11
Career Development	4	1	3	4	12
Counseling & Guidance	1		1	1	3
Ed. Administration	1		1		2
Unspecified		1			1

* Classified according to listing in the WEEAP Publishing Center's catalog. Many materials are classified as being of more than one type, and that is reflected by double counting in the table. See Chapter III for an explanation of the catalog categories.

** Includes Early Childhood Education

Specific products discussed are listed by title in the Appendix. As can be seen in Table 2, the most frequently discussed products were about equally divided between Staff Development, Curriculum, and Career Development materials. Most Staff Development materials were purchased at the LEA level, but the Curriculum and Career Development materials were purchased by all groups about equally.

Who was responsible for selecting the material? Purchasers represented a variety of professional positions, as is shown in Table 3.

Table 3

AFFILIATION AND POSITION OF PRODUCT PURCHASERS IN THE USER SURVEY

Affiliation and Position	Frequency
LEAs (N=7)	
Assistant Superintendent	1
Assistant Principal, secondary school	1
Special Projects Coordinator, school district	1
Project Director, secondary school	1
Physical Education Consultant, school district	1
Project Director, nontraditional adult students	1
Resource Counselor, school district	1
SEAs (N=4)	
Specialist in sex equity	1
Specialist in vocational equal educational opportunity	1
Director, Title IX Assistance Office	1
Director, Human Relations	1
IHEs (N=8)*	
Professor or instructor	3
Director, equity project	2
Director, career services	2
Director, adult basic education program	1
Career counselor	1
Librarian	1
Coordinator of women's programs	1
Member, YWCA Board of Directors	1
Other (N=6)	
Owner/director, private company	2
Director, nonprofit social service agency	1
Counselor, nonprofit social service agency	1
University student	1
Career counselor, self-employed	1

* The IHE category reflects double counting because some purchasers could be classified in more than one affiliation/position category.

Of the 25 purchasers interviewed, 52 percent were first-time purchasers of WEEAP products. (Twenty-four percent were repeat purchasers, and 24 percent could not remember if this was a first purchase or not.)

What sources were consulted to learn about educational equity materials? Table 4 shows the information sources that were consulted by purchasers in the user survey sample. The sources of information mentioned most frequently

by this sample of purchasers (11/25) were the WEEAP Publishing Center catalog and brochures. Most of those interviewed (16/25) were aware that the materials they purchased were originally developed with WEEAP funds. The other interviewees (9/25) were unaware of this connection.

Table 4

SOURCES OF INFORMATION ABOUT WEEAP PRODUCTS BY REGION*
(N=25; double counting possible)

Source of Information	Region				TOTALS
	Northeast (N=7)	Southeast (N=4)	North Central (N=7)	West (N=7)	
WEEAP Publishing Center catalog	2		2	3	7
WEEAP Publishing Center brochure/flier	1		1	1	3
Booth at conference	1	2			3
Direct contact with developer				3	3
Other mailed information	1				1
Advertisement in publication	1				1
SEA workshop				1	1
Class reading list			1		1
Article in newsletter			1		1
Purchaser was WEEAP grantee			1		1
Word-of-mouth			1		1
School librarian			1		1
Not known	1	2		1	4

* There appeared to be no systematic relationship in this sample of purchasers between the purchasers' geographic location and their source of information about WEEAP products.

There were two main circumstances under which purchasers bought materials from the WEEAP Publishing Center. The largest number of purchasers (44%) were actively searching for materials to meet the needs of a specific program, course, or project when they ordered materials from the Publishing Center. The next largest group (40%) received the catalog or other information from the Publishing Center and then purchased materials they thought would be of general interest. In addition, a few interviewees made their purchases because: (1) the agency where they worked regularly purchased all WEEAP products; (2) the purchaser was participating in a WEEAP grant project which required use of WEEAP materials; or (3) the purchaser saw the Publishing Center catalog at a conference and was inspired by it to start a program based on the WEEAP materials.

When asked what they would have done if the materials they purchased from the WEEAP Publishing Center had not been available, 18 of the 25 interviewed said they would have used materials from other sources they had consulted. Table 5 shows additional agencies that were consulted by this sample of 25 purchasers. Many of those interviewed added that it would be unfortunate if WEEAP products were not available, because WEEAP and its Publishing Center were their best source of materials that combine resource information with training programs. Two purchasers said they would have tried to develop their own materials, and one said that the WEEAP products were the primary motivation for their equity project, and without them the whole idea would not have evolved.

Table 5

ADDITIONAL SOURCES CONSULTED FOR EQUITY MATERIALS BY PURCHASERS IN THE USER SURVEY SAMPLE
(N=25; double counting possible)

Source	Frequency of Mention
Sex Desegregation Assistance Centers	4
Career education materials developers	3
Council on Interracial Books for Children	2
SEA Title IX Assistance Office	2
U.S. Department of Labor	2
University of Michigan Continuing Education Center	2
State Education Agency	2
Project CARE, Educational Testing Service	1
Arizona State University	1
The Feminist Press	1
New York Racism and Sexism Resource Center for Education	1
Wider Opportunities for Women (WOW)	1
College Placement Council	1
APGA Journal	1

Product Utilization

Were the materials used? WEEAP materials were used by 72 percent of those interviewed (18/25). The regions where the highest percentage of our sample used the products purchased were the Southeast (100% or 4/4), and the North Central and West (both 86% or 6/7). Only 28% of the Northeast sample used the materials (2/7).

Almost half of the purchasers (8/18) who used and liked WEEAP materials indicated that they found the materials to be "uniquely suited to (their)

audience and to the needs at hand." Others (3/18) were enthusiastic about WEEAP materials because of "their attractive, easy-to-access format" and "their clear, non-technical language." Another factor which prompted purchasers to use WEEAP materials was that "issues received a balanced treatment which appealed to both sexes" (2/18). One purchaser commented that materials developed by WEEAP had an automatic credibility which commercially developed materials did not necessarily have. Finally, the availability of rental copies of audiovisual materials was cited as a positive factor in product utilization.

In the cases where the materials were not used, the reason most often cited (4/7) for lack of use was an external event, such as curtailment of funds or change of job assignment. Other reasons for non-use were that the materials were ordered and received too late, that the materials were not appropriate to the need, or that the community was conservative regarding equity issues. One purchaser could not remember much about the materials. Three of the seven non-users plan to use the products in the future.

Who used the materials? WEEAP products were most often used with teachers for inservice workshops or by them as backup material for classroom use and course planning. Table 6 shows the groups with which the WEEAP materials were used. (Table 6 and the narrative in this and the next section are based on the 18 purchasers who used the WEEAP products they bought.)

Table 6

GROUPS WITH WHICH THE WEEAP MATERIALS WERE USED
(N=18; double counting because of multiple users)

Group	Frequency
Teachers	11
(elementary/secondary)	(10)
(higher education)	(1)
Students	8
(elementary/secondary)	(4)
(higher education)	(4)
Adult women ("re-entry" women)	3
School or project administrators/staff	3
Parents and community groups	1
Librarian	1
Researcher	1
Job Counselor	1

How were the materials used? WEEAP materials were used in one or more of three primary ways. Most frequently, the materials were used along with other resources as references to develop educational programs, curricula, or workshops (10/18). Secondly, the materials were used directly in classrooms or workshops (7/18). (The distinction between these two uses is that in the first case the users referred to the WEEAP products to develop their own materials or presentations, and in the second, they used part or all of the materials as purchased.) The third major use of the materials was to place them in a library or resource center and thus make them available to teachers, students, consultants, or any other group (8/18).

Most purchasers chose to adapt the materials to individual needs, rather than use them exactly as purchased (10/18). They also tended to use the products in combination with other materials (8/18). However, seven users reported implementing the materials more or less as purchased.

All users found the products "very easy to use," and only one mentioned that technical assistance in product use would have been welcome. The purchasers interviewed gave two main reasons for not needing technical assistance. First, most of them considered themselves to be sufficiently experienced in teaching, conducting workshops, etc., so that they could use the materials without outside help. Second, they said the materials themselves were well organized and self-explanatory, and thus could be easily implemented even by inexperienced users.

Product Impact

What was the motivation for purchase, or the outcome expected from use of the materials? In general, most purchasers expected the WEEAP materials to raise the awareness about educational equity issues in the group with which they were used. We asked each of the purchasers what they expected to accomplish by using the WEEAP materials and whether, in their judgment, they had achieved their expectations. Table 7 shows the various specific outcomes expected and accomplished.

Table 7

OUTCOMES EXPECTED AND ACCOMPLISHED BY USE OF WEEAP MATERIALS
(N=25 interviews)

Outcomes	Frequency			
	Expected	Accomplished	Not Sure	Not Used
Knowledge of and concern for equity among school administrators and faculty enhanced	9	7	2	
A "women's program" in the school or community implemented	4	1		3
Sex stereotyping in students' career options reduced or eliminated	3	2	1	
Students' awareness of sex stereotyping heightened and a commitment to act to stop it instilled	2	2		
Women assisted to re-enter school or job market	1	1		
Older women assisted to enter job market for first time	1			1
Curriculum units (secondary level) on equity developed	1			1
Handbook on nontraditional courses developed	1		1	
Research materials on equity for minority women developed	1		1	
Resumé-writing skills of purchaser, a self-employed career counselor, improved	1			1
Bilingual education library augmented	1			1

What impact did the materials have? In all cases where the materials were used, purchasers either thought the materials had helped them meet their goals and that the desired impact had resulted (13/18) or they said they had insufficient evidence to determine the impact of the materials (5/18). No one said that the materials were used but did not bring the desired result.

What indicators were accepted as evidence of impact? Table 8 shows the kinds of indicators accepted by the 18 users as evidence of the usefulness of the WEEAP products. The impression that most users had that the WEEAP materials helped them meet their goals was by and large based on informal comments from those involved in product use. Some sort of quantifiable evaluation data was gathered by less than one-third of the 18 product users (5/18), and even these data could not be construed as representing an assessment of the impact of the WEEAP materials per se. This is because (1) the data collected were meant to assess only one aspect (e.g. teacher attitude) of a larger equity program in which the materials were used; or (2) they measured overall impact of the program (workshop, class, etc.) in which the materials were used in combination with other non-WEEAP-developed materials and approaches. Thus, even where data were gathered, it was impossible to isolate the impact of the WEEAP products.

Table 8

INDICATORS OF PRODUCT IMPACT
(N=18; duplicate count because of more than one indicator per site)

Indicators	Frequency
General impressions of user-purchaser	5
Participant evaluation of workshop	4
Classroom or audience participation observed by user	3
Uncompiled data on numbers of requests for materials	2
Follow-up reports by staff on those involved in product use	2
Pre-post attitude survey	1
Uncompiled data on class enrollments	1
Uncompiled data on numbers of contacts made by equity program	1
Uncompiled data on number of equity programs set up after consultation with product user	1
Rating of SEA equity programs by Title IV-C Office, Washington DC	1
Invitations to equity project staff to make other presentations	1

The following examples of product use and evaluation gathered during the survey illustrate the product users' focus on evaluating activities overall, rather than on assessing the impact of any one set of materials.

> Example: LEA Level. The WEEAP materials are used as a resource for planning a career guidance program for students at the secondary level. One workshop session of this program is devoted to sex equity. The overall program is evaluated at its conclusion by administering a career development and interest inventory. No data are collected on the sex-fairness aspect of the program, but staff have reacted favorably to the materials and feel they have contributed to the success of the program.

> Example: SEA Level. The state education agency office uses WEEAP materials regularly, along with other materials, to conduct LEA workshops. The goal is to develop an awareness of what sex equity is. Workshop participants complete evaluation forms at the end of the sessions, and SEA staff refer to these evaluations to determine which materials have been best received. The WEEAP materials have been well received.

> Example: IHE Level. The WEEAP materials are used by the instructor in an introductory course for community college students exploring teaching as a career. One small part of the course is devoted to the problem of sex discrimination in educational agency hiring and promotion practices. The WEEAP materials were adapted for use in the classroom and were also placed on a list of suggested readings to be used as resources for course papers. The sex equity aspect of the course is not covered in the examinations, but the instructor has the impression from student interest during class that the material has a positive impact.

> Example: Other. A "displaced homemaker" program coordinator referred to the WEEAP materials to confirm that her program was "on track." Parts of the materials were used in workshops, along with other materials. The WEEAP materials did not suggest any changes in the program, which is already considered to be successful, an impression based largely on followup data collected by program staff on women who have passed through the program.

Were there any "bonus" outcomes from use of the materials? Twelve of the 18 users of WEEAP materials reported no unexpected or "bonus" outcomes from using the materials. However, three purchasers reported that after they had used the materials, other instructors in their schools came to them to express interest in trying out similar materials or approaches. One of these same purchasers said that her college was considering starting a

women's studies program on the strength of the successful course she had offered using the WEEAP materials. She had also had many requests for presentations from student and community groups. Other purchasers noted that use of the materials had helped develop trust in educational equity goals among those involved in product utilization, that teacher attitudes had changed through their exposure to WEEAP classroom materials, and that the materials turned out to be unusually well suited for use with the university program staff, although they had originally been purchased for other purposes.

Product Quality

What was the technical and substantive quality of the materials purchased? Purchasers in this sample were generally very favorably impressed with the quality of the WEEAP products. Of the 20 interviewees who could comment on quality, 17 said both technical and substantive quality were either "excellent" or "good," while three said the quality was "OK."

Among the favorable comments on technical quality were that prices were reasonable; the materials were easy to reproduce, nicely bound, on good quality paper, and the availability of rental audio-visual materials was helpful. In terms of content, users said the materials were well organized, well written, non-technical, self-contained, realistic, and fair to both sexes.

Despite the general satisfaction with the materials, some negative comments were made, such as materials being cumbersome because of size or format. A preference was stated for typeset text over typed text. Some materials were considered to be biased to the secondary (rather than post-secondary) level. Other suggestions for improvement included better indexing, more use of simple charts and graphs, inclusion of updated statistics, and improvement of ethnic balance in some audiovisual materials.

Future Directions

What plans are there for continued use of WEEAP products? Most purchasers of WEEAP products plan to continue using them. Of the 25 purchasers interviewed, including users and non-users, 20 plan to use the materials in the future. Of the 18 who have already used the materials, 9 will maintain their current level of use, 4 hope to expand their current use, and 5 will

reduce or discontinue use of this particular product. Since no users expressed dissatisfaction with the WEEAP products, we inquired into the reasons for reducing or stopping use. Four of the five interviewees would not use the products in the future because their funded project or course had been terminated; one had found other WEEAP products more suited to the agency's needs.

The reasons given by non-users for continued non-use (4/7) were as follows:

- purchaser left materials at agency where she is no longer employed, and the agency lacks funding to use them;
- materials have been misplaced or lost;
- financial and community support are lacking; and
- personal business interests have changed.

What kind of educational equity materials should WEEAP develop in the future? This sample of product purchasers suggested a diverse array of materials they would like to see developed under WEEAP grants. Most frequently mentioned were materials addressing the changing roles and needs of men as well as women, and materials on non-traditional career choice; both types of material were mentioned by 6 of the 25 interviewees. The target groups most often mentioned as needing additional materials were older women and handicapped and minority groups, such as American Indians, Hispanics, Blacks, and "white ethnic women." Table 9 presents the suggestions for needed WEEAP products and the target audiences to be served. Many of the areas and groups are already served by existing WEEAP products, but the interviewees either were unaware of these materials or felt that additional materials were needed.

Is WEEAP's current publication and dissemination system satisfactory? During the interviews, we briefly described to the purchasers WEEAP's present system for publishing and disseminating the materials developed. We then asked the purchasers for their opinions on the system, based on their own experiences with WEEAP and the Publishing Center. Of those purchasers who could comment on the system (18/25), most were generally satisfied with it (12/25). Six purchasers felt the system was not entirely satisfactory because it did not sufficiently publicize the materials. They would like to see WEEAP or the Publishing Center do even more to advertise these products,

Table 9

WEEAP PRODUCT PURCHASERS' PREFERENCES FOR ADDITIONAL MATERIALS

NOTE: Numbers refer to frequency with which the suggestion was mentioned in the 25 interviews. Double counting is due to multiple preferences of interviewees.

	Target Population										
Subject Area or Type of Material	Jr. High Students	Secondary Students	Post-secondary Students	Coun-selors	Admin./ Faculty	Parents	Community/ Employers	Minority/ Handicap.	Older Women	Not Spec.	Total
Type Not Specified**	1					1	2	5			(9)
Changing Roles for Men and Women	1		1							4	(6)
Nontraditional Career Choices				1		1	1		3		(6)
Mathematics	1	1	1								(3)
Physical Education				1						2	(3)
Women Writers		1	1								(2)
Management/Leadership			1							1	(2)
General Curriculum		1	1								(2)
Self-Esteem									2		(2)
Classroom Strategies					1						(1)
Domestic Violence									1		(1)
Guidelines for Structural and Procedural Change					1						(1)
Health			1								(1)
Posters		1									(1)
Teenage Parenting		1									(1)
Title IX					1						(1)
TOTAL	3	5	6	2	3	2	3	5	6	7	(42)

**Target groups mentioned as needing materials without reference to subject area or type.

e.g., take part in more conferences and workshops nationwide, use a wider variety of channels for publicizing WEEAP materials, and so forth.

User Comments on Dissemination of WEEAP Products via Its Publishing Center:

The system is a good one, especially the aspect of having a centralized location with a good screening system.

The descriptive catalog is very good and the prices are reasonable.

The WEEAP Publishing Center is efficient and certainly better than commercial publishers or the Government Printing Office would be.

The system would be improved if the Publishing Center worked more closely with the office in each state's educational agency that has the most active contacts with school districts.

The Publishing Center is successful in reaching school-based educators, but some method is needed to bring independent purchasers into the system.

What suggestions were made for increasing public awareness of WEEAP products? The purchasers in this sample felt that WEEAP's dissemination activities could be improved in two main ways: (1) by providing more opportunities for potential purchasers to examine the materials first hand, and (2) by widening the distribution of printed publicity from the WEEAP Publishing Center. Even the users who are pleased with the current publication and dissemination system said that it would be more effective if there were more presentations by WEEAP or Publishing Center staff at educators' conferences, workshops sponsored jointly by WEEAP or the Publishing Center and groups such as the Sex and Race Desegregation Assistance Centers, Council on Interracial Books for Children, the American Personnel and Guidance Association, State Title IX agencies, and the National Diffusion Network. Suggestions for improved publicity included providing free sets of WEEAP materials to the equity-oriented state agencies to whom LEAs frequently turn for assistance, and mailing catalogs to school libraries and to agencies and

individuals listed in directories of public and private service agencies. It was also suggested that the WEEAP Publishing Center advertise more in publications--not only in professional journals for educators, but also in newsletters and magazines aimed at a broader audience, such as social service and career planning agencies.

Summary

Results of the user survey indicated that WEEAP products were being used by a diverse group of people for a variety of purposes related to the promotion of educational and career equity.

WEEAP materials were most commonly used by adapting them to fit into an ongoing course or program. The WEEAP product might form the core of a course or workshop, but more often it was one of a number of materials used that were either developed locally or acquired from some other source. WEEAP materials were frequently seen as providing a reliable source of background information. They were often made accessible to a wide audience of users through libraries or resource centers.

This sample of purchasers found the WEEAP materials to be of high quality and easy to implement. Nearly all said that the materials were effective in advancing educational equity and in helping users meet local needs. However, few objective data were available to attest to the perceived impact of the WEEAP products. The evaluation data that existed or that could be compiled were sketchy and did not focus on the effectiveness of the WEEAP materials in and of themselves. This was partly because few of the programs discussed were systematically evaluated and partly because WEEAP products were seldom used in isolation.

When we compared our findings on how and with whom WEEAP products were being used and on the effectiveness of the products, we found a close correspondence between the experience of this sample of purchasers and WEEAP's intended program outcomes. All the intended outcomes listed in boxes 31-36 in the Detailed Logic Model of the Intended WEEA Program (shown in the fold-out figure following page 4) were included among the outcomes experienced by this sample of product users.

There was general satisfaction among this group of purchasers with WEEAP's current publication and dissemination system, although it was widely suggested that more opportunities be offerred to examine the materials firsthand.

Nearly all of those interviewed planned to continue their involvement in equity activities and to use WEEAP materials in the future. Those who were uncertain or who did not plan to continue were mainly stopping because of external reasons, such as lack of funding. Finally, this sample of purchasers planned to take a diverse approach to addressing equity issues and expressed a need for WEEAP products commensurate with those intentions. Materials related to equity in career choice will be needed by one-fourth of the interviewees, and the same number intended to expand their current efforts to emphasize human equity and equal educational opportunities for both men and women.

In conclusion, the results indicated that this sample of product users achieved the short term impact intended by WEEAP, as represented in the detailed logic model of the program in Chapter I of this report.

Implications for WEEAP's Future Evaluation Planning

From this small user survey we learned that any future large-scale survey of WEEAP product users should be planned to balance the following considerations:

- effort required to locate and contact product users; and
- usefulness of user responses as evidence of program impact and as a basis for program management decisions.

Effort Required to Locate and Contact Product Users

It was much easier to obtain telephone numbers for the 28 agencies in our survey sample than it was to schedule and complete the interviews. On the average, four telephone calls were needed to complete each interview, and in one case, eight preliminary calls were made before the actual interview call could be made. Once appointments were made, the interviews were conducted with no problems. Respondents were invariably cordial and willing to share their views. Should a large-scale user survey be conducted, it

would probably be advisable to start by selecting a much larger sample than actually needed, and then limiting preliminary contact for the interview to two telephone calls. It would also be advisable to limit the interview questions to those found during our survey to yield the most useful responses.

Usefulness of Responses

In our user survey, some avenues of inquiry were more productive than others. The least productive area of inquiry related to evidence of product impact. We had originally hoped that (1) the user survey would provide several instances of extensive product use for which evaluation data would be available, and that (2) these examples would make interesting short case studies of product utilization and impact. However, it turned out that WEEAP materials were most often adapted to fit into ongoing programs and were used in combination with other materials. Thus, there was no "program" or "intervention" identifiable as exclusively WEEAP-developed. We also failed to find readily available data providing evidence of impact that could be reliably attributed to WEEAP product use alone with any degree of confidence.

The most productive aspects of the survey were that it provided an indication of (1) the amount of product use, (2) the purposes for which the materials are being used, (3) the level of user satisfaction with the materials, and (4) the extent to which product use addresses outcomes of most interest to WEEAP. The user survey questions related to "future directions" also were useful, in that they served as a rough assessment of needs for materials in certain areas and for certain target groups. A larger-scale survey in the future could include a needs assessment that would help WEEAP to plan future priorities for product development.

In analyzing the results of the user survey, the following additional evaluation questions arose that might be addressed in a subsequent evaluation:

- Is there any significance to the small percentage of product users in our sample of Northeastern states? (Chapter III notes that states in this region accounted for a large part of the purchases from the WEEAP Publishing Center.)

- What is the pattern in repeat purchases of WEEAP products (types of purchasers who repeat; types of products they purchase when repeating)? What is the significance of repeat purchases? Why do purchasers buy again?

- Are marketing efforts being directed at groups that represent the most likely purchasers, as evidenced by past purchasing patterns?

Costliness of the User Survey

The results of our small user survey suggest that this strategy can provide WEEAP management with important quantitative and qualitative information pertinent to making decisions about areas of interest for product development, dissemination, and utilization. However, the cost per respondent of obtaining such comprehensive information was high.

It is our judgment that WEEAP should consider less costly ways of obtaining similarly comprehensive data to meet its specific information needs. For example, the questions and responses from our small survey could be selectively adapted to develop forced-choice questions for a mail survey of users. The Publishing Center order form does include a short questionnaire for purchasers, but it is reportedly seldom completed. As an alternative, the Publishing Center could be funded by WEEAP to conduct a followup survey on product use, to be mailed out ten months to a year after the order is shipped.

Chapter III
ANALYSIS OF WEEAP PRODUCT SALES

Purpose

While the WEEAP Publishing Center's monthly sales records have provided a continuing record of what products sell best, no systematic, comprehensive analyses of related factors or sales trends has been done. The analyses we carried out were intended to provide very rough estimates of answers to several questions about WEEAP product dissemination:*

Purchasers and What They Buy

- What types of items were purchased the most?
- What types of purchasers bought the most?
- Did certain types of purchasers buy certain types of items?

Regional Variations

- Were there regional variations in the amount of purchases made?
- Were there regional variations in the types of items purchased?
- Were there regional variations in the types of purchasers?

The Cost Factor

- How much did most WEEAP items cost?
- What priced items sold the most?
- Did price influence the types of items purchased?
- Did price influence the types of purchasers?

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* It was not within the scope of the rapid feedback evaluation to consider the availability or sales performance of sex-equity materials developed and marketed by non-WEEAP sources.

Procedure

Sources of Data

Two types of existing records provided the data base for our analyses:

- 388 purchase invoices representing a 5% random sample of all invoices on file at the WEEAP Publishing Center. The 388 invoices represent 2,488 items sold and $18,130 in dollar volume.

- Summary sales records for every item sold as of the end of 1978, 1979, and 1980, representing a total dollar volume of $333,866.

Although there were 184 items in the WEEAP Publishing Center catalog and "new release" flyer, there were actually 193 different items sold. The nine additional items (those not listed in the catalog) were subparts of "kits" for which we had no record of price. Of the 193 different items (including the kit subparts) available, we have sales data for 140 items. The missing sales data can be accounted for in the following manner:

- 32 items listed in the catalog were audiovisual rental items.

- 5 "new release" items had not yet sold by December 1980.

- The remaining items were sold in the late fall of 1980 and had not yet been incorporated into the Publishing Center's sales records.

Thus, the summary sales records include:

- 193 items sold

- 184 items with price data

- 140 items with sales data

Coding of Data

The summary sales records of the 184 items in the WEEAP Publishing Center's catalog and "new release" flyer were hand coded to provide the following information:

- Date the item became available for purchase

- Type of item

- Price of item

- Number sold each month
- Number sold each year

The 388 invoices were also hand coded to provide the following information:

- Type of item
- Type of purchaser
- Price of item
- State/region of purchaser

In coding "type of item," we adhered to the product's placement in the WEEAP Publishing Center catalog. The catalog sorts material into six major categories according to the audience and use the material was primarily intended for:

- Inservice and Staff Development materials include products which focus on any of the following: staff training in sex equity policies and practices; broadening educators' awareness of sex-role expectations, biases, and perceptions; training educators to evaluate curriculum materials with regard to sex typing; providing information on planning and evaluating school or community based sex equity programs.

- Curriculum Materials are intended for school or community based use with students. All these materials address sex equity concerns. Most of the materials are oriented to a particular topic or field of study, e.g., physical education, math and science, language arts.

- Counseling and Guidance materials are oriented to both educators and students. Some of these materials consist of curricula which focus on expanding students' awareness of sex-role values, attitudes, and biases; other items in this category are for students to use in self assessment and career exploration. This category also includes manuals and information for counselors who want to set up a counseling program for women or girls.

- Career Development materials focus on career concerns and options. The materials are intended for students, parents, and educators and generally address traditional and non-traditional career options in particular fields, e.g., vocational-technical, math and science, continuing education. Some of the materials include manuals for planning career development programs.

- Early Childhood Education materials are intended for use with young children by educators and/or parents. These materials promote awareness of how sex typing limits a

child's development and emphasize the importance of fostering non-sexist environments for young children.

- Educational Administration materials include products dealing with the role of women in educational administration and encouraging more women to pursue careers in this area.

Some products appear more than once in the WEEAP Publishing Center catalog because they fit into more than one category. However, when we coded these materials, we used the item-type classification under which the particular item was first located in the catalog. There were also several items that were developed after the WEEAP materials catalog was printed. These items were advertised on a supplemental form and were classified as "New Titles."

Each of the six major types of items in the WEEAP catalog is broken down further into subcategories. For example, a career development product focusing on the math and science area is classified under "Career Development" and further classified as "Math and Science." We therefore coded items according to 27 different categories (including major categories and subcategories). Whenever an item was subclassified, it retained its major classification and was coded twice. Consequently, while the detailed 27-category system provided considerable detail, it included a great deal of multiple coding. In presenting results, we often elect to use the simplified major categories in which all items are counted only once. (When we compared tables based on single and multiple category codes, we found only minimal differences in overall trends and patterns.)

Data Analyses and Generalizability of Findings

Several descriptive analyses were performed with these data. In most cases, counts of total items sold and counts of total dollar volume in sales were examined. We also examined average monthly sales figures for each item. When analyzing sales patterns, we controlled for both item availability and item price.*

The following caveat should be applied in generalizing from findings based on the random sample of 388 purchase invoices. We can be 95% sure

* Although we examined item sales for 1978, 1979, and 1980, we used the prices based on the current (1981) catalog prices which may or may not be identical to prices in previous years.

that the percentage in tables based on this sample will be within about five percentage points of the true value for the total population of purchasers. (One purchase invoice represents one purchaser, but may represent one or many purchases of individual items in the WEEAP Publishing Center catalog.) Thus, if we found that the proportion of sales to elementary/secondary institutions, based on our sample of invoices/purchasers, was 31% of the total volume of sales, we can be relatively sure that between 26% and 36% of all item sales were made to purchasers in this category. Whenever possible, however, we present two tables--one based on the three-year sales records provided by the WEEAP Publishing Center for 1978, 1979, and 1980, and one based on the random sample. Then the reader can see how close the correspondence is, and this provides an important extra measure of certainty. For example, the reader will find that the three-year sales records showed Staff Development items accounting for 41% of all item sales through 1980 and that the 5% random sample of invoices (drawn from all those on file as of the end of the first third of 1981) showed a roughly comparable 39%. (See Tables 12 and 13, respectively.)

Results

Results of the data analyses are presented in the following three major sections:

- Purchasers and What They Buy
- Regional Variations
- The Cost Factor

Each section addresses the relevant questions listed at the outset of this chapter.

Purchasers and What They Buy

What types of items were purchased the most? To provide a general frame of reference, Table 10 presents the dollar volume and number of items sold by the WEEAP Publishing Center for 1978, 1979, and 1980.

Table 10

OVERALL SALES ACTIVITY OF THE WEEAP PUBLISHING CENTER
BASED ON YEARLY SALES RECORDS

	Number of Items Sold		Dollar Volume	
	N	%	$	%
1978	1,746	(4%)	$ 30,493	(9%)
1979	12,112	(28%)	$119,117	(36%)
1980	28,940	(66%)	$184,256	(55%)
TOTAL	42,798	(98%)	$333,866	(100%)

Based on the total number of items sold (42,798 items) during the three-year period from 1978 through 1980, 90% of the sales were of items classified as Staff Development, Curriculum, and Career Development. Table 11 presents the sales data for each year. This table indicates that the top-selling item types are generally stable across the three-year period.*

Table 11

MOST FREQUENTLY PURCHASED ITEMS BASED ON YEARLY SALES RECORDS

Item Type	Number of Items Sold 1978		Number of Items Sold 1979		Number of Items Sold 1980		Total Sold (1978-1980)	
	N	%	N	%	N	%	N	%
Staff Devel.	1,043	59.7%	6,207	51%	10,119	35%	17,369	40.6%
Curriculum	5	.3%	1,644	14%	9,080	31%	10,729	25.1%
Career Devel.	619	35.5%	3,007	25%	6,874	24%	10,500	24.5%
Guidance	79	4.5%	983	8%	2,040	7%	3,102	7.2%
Ed. Adm.	0	0.0%	271	2%	576	2%	847	2.0%
Early Child. Education	0	0.0%	0	0%	240	1%	240	0.6%
New Titles	0	0.0%	0	0%	11	(nil)	22	0.1%
TOTAL	1,746	100.0%	12,112	100%	28,940	100%	42,798	100.1%

* The reader is reminded that WEEAP did not establish specific priorities until the 1980 fiscal year. Our findings are based on sales records for products developed under grants funded prior to that time, when there had been an implicit emphasis on funding the development of training and curriculum materials.

As Table 12 shows, a similar pattern characterized the 5% random sample of invoices (N = 388 invoices, 2,488 items, and $18,130 in dollar volume).

Table 12

MOST FREQUENTLY PURCHASED ITEMS
BASED ON A 5% RANDOM SAMPLE OF INVOICES (N=388)

Item Type	Number of Items Sold		Dollar Volume	
	N	%	$	%
Staff Development	964	38.7%	$ 9,079	50.0%
Curriculum	621	25.0%	$ 4,420	24.4%
Career Development	607	24.4%	$ 3,165	17.5%
Guidance	126	5.1%	$ 892	4.9%
Ed. Administration	87	3.5%	$ 287	1.6%
Early Child. Education	52	2.1%	$ 169	0.9%
New Titles	31	1.2%	$ 118	0.7%
TOTAL	2,488	100.0%	$18,130	100.0%

To determine whether the high rate of sales of these item types was influenced by their availability, we first considered availability for each year for each type of item (Table 13). As can be seen in Table 13, there are more items available in Staff Development, Curriculum, and Career Development for each year.

Table 13

TYPES OF ITEMS AVAILABLE OVER THE THREE-YEAR PERIOD 1978-1980

Item Types	1978		1979		1980	
	N	%	N	%	N	%
Staff Development	10	42%	34	49%	58	41.4%
Curriculum	5	21%	22	32%	48	34.3%
Career Development	7	29%	9	13%	21	15.0%
Guidance	2	8%	3	4%	6	4.3%
Early Child. Education	0	0	0	0	1	0.7%
Ed. Administration	0	0	1	1%	3	2.1%
New Titles	0	0	0	0	3	2.1%
TOTAL	24	100%	69	99%	140	99.9%

(Note: Table based on only those items for which we had sales data.)

We next examined each item type, the number of items available in that category, and the average monthly sales for each item. As Table 14 shows, those item types with a large number of items available had lower average monthly sales per item. Thus, the Staff Development category, which had available 58 items from which a purchaser could choose, had a monthly average of 19 sales per item. This can be compared to the Early Childhood Education category which had only one item from which a purchaser could choose and a monthly average of 48 sales per item.

Table 14

AVERAGE MONTHLY SALES PER ITEM BY ITEM TYPE
BASED ON SALES RECORDS

Item Type	Number of Items Available (1980)*		Average Monthly Sales Per Item (1980)**
	N	%	
Staff Development	58	41.4%	19
Curriculum	48	34.3%	24
Career Development	21	15.0%	39
Guidance	6	4.3%	40
Ed. Administration	3	2.1%	32
Early Child. Education	1	0.7%	48
New Titles	3	2.1%	4
TOTAL	140	99.9%	

* Table includes only those items for which we had sales data.

** The pattern was essentially the same for 1978 and 1979. Note the generally inverse relationship between the number of items available for sale and the average monthly sales per item for that type of item.

We reason that the explanation for the inverse relationship between the number of items available for sale in a particular category and the average monthly sales per item for that category is as follows. In effect, materials in the Early Childhood Education category have a higher average monthly sales per item than items in the Staff Development category because a purchaser wishing to purchase the former had virtually nothing to choose from. The purchaser either bought the one item available or did not. On the other

hand, a potential buyer could choose among 58 different items in the Staff Development category. Thus, the average monthly sales per item would be lower for Staff Development materials and for all item types with a large availability.

To explore further the issue of item availability and item sales, we compared the percentage of items sold as of the end of 1980 and the percentage available. Table 15 shows that for some types of items, the percentage sold was larger than the percentage of items available. For other

Table 15

COMPARISON OF ITEMS SOLD AND ITEMS AVAILABLE
AS OF THE END OF 1980

Item Type	Number and Percentage of Items Sold (1980)		Number and Percentage of Items Available (1980)	
	N*	%	N*	%
Staff Development	17,369	40.6%	58	41.4%
Curriculum	10,729	25.1%	48	34.3%
Career Development	10,500	24.5%	21	15.0%
Guidance	3,102	7.2%	6	4.3%
Ed. Administration	847	2.0%	3	2.1%
Early Child. Education	240	0.6%	1	0.7%
New Titles	11	(nil)	3	2.1%
TOTAL	42,798	100.0%	140	99.9%

* Table includes only those items for which sales information was available.

types of items, the percentage sold was smaller than the percentage of items available. We believe there is a suggestion that purchasers may be desiring more of an item type if the percentage of items sold is larger than the percentage of items available. When the percentage sold is smaller than the percentage available, the implication may be that the "over-supply" point for this item type is approaching or has been reached. If this reasoning is correct, Table 15 indicates that there may be a need for more materials in the Career Development and Guidance categories. In contrast, additions to the Curriculum category should be made very selectively, as the "over-supply" point may have been reached--at least for the particular kinds of curriculum

materials being offered. It also appears that Staff Development materials are adequately meeting purchaser demands.

What types of purchasers bought the most? Based on our 5% random sample of invoices, we found that approximately 87% of the purchasers (2,154 purchasers) were either postsecondary institutions, elementary/secondary institutions, or SEAs. The same three purchaser types also provided 90% of the dollar volume, with slight variation between the number of items sold and dollar volume as shown in Table 16. The WEEAP Publishing Center's marketing campaigns have emphasized these types of potential buyers because most of the materials available to date are highly appropriate for them.

Table 16

MOST FREQUENT PURCHASERS BASED ON A 5% RANDOM SAMPLE OF INVOICES (N=388)

Purchaser Type	Items Sold		Dollar Volume	
	N	%	$	%
Postsecondary	803	32.3%	$ 3,891	21.5%
Elementary/Secondary	769	30.9%	$ 5,956	32.9%
SEA*	587	23.6%	$ 6,537	36.1%
Individuals	81	3.3%	$ 393	2.2%
Women's Organizations	80	3.2%	$ 266	1.5%
Businesses	70	2.8%	$ 419	2.3%
Local Agencies	62	2.5%	$ 335	1.8%
Professional Organizations	27	1.1%	$ 293	1.6%
Federal Agencies	6	0.2%	$ 33	0.2%
State Agencies*	3	0.1%	$ 10	(nil)
TOTAL	2,488	100.0%	$18,130	100.1%

* State Education Agency (SEA) purchasers and other state agency purchasers were coded separately in our analyses.

Did certain types of purchasers buy certain types of items? Although all types of purchasers bought a wide variety of items, most purchasers bought the "top-selling" types of items--those categorized as Staff Development, Curriculum, and Career Development. Based on the random sample of 388 invoices and using 27 categories to classify types of items, we found

further that: elementary/secondary institutions were the purchasers of 75% of the items (15 items) sold in the subcategory called Career Development Curriculum, representing 68% of the dollar volume in sales for this type of item. The remaining 25% (9 items) were bought by SEAs and professional organizations. Not surprisingly, in the Community and Junior College Career Development subcategory, 78% (22 items) of the items sold, representing 79% of the dollar volume for this type of item, were purchased by postsecondary institutions. Similarly, 61% (222 items) of the items sold in the Continuing Education Career Development subcategory, representing 58% of the dollar volume for this type of item, were purchased by postsecondary institutions.

Sixty-one percent (213 items) of language arts curriculum materials, representing 55% of the dollar volume in sales for this subcategory, and 52% (59 items) of inservice career development materials, representing 67% of the dollar volume in this subcategory, were purchased by elementary/secondary institutions.

SEA purchasers accounted for 55% (107 items) of both the dollar volume and the number of items sold in the Vocational-Technical Career Development subcategory.

Thus, analyses of sales in subcategories (as opposed to major categories) provides a useful and comprehensive picture of the preferences of particular types of buyers for particular types of products.

Regional Variations

Were there regional variations in the amount of purchases made? For this analysis, we used the Education Department's regional boundaries which include the following 10 regions:

Region 1: Maine, Massachusetts, New Hampshire, Vermont, Connecticut, Rhode Island

Region 2: New York, New Jersey, Puerto Rico, Virgin Islands

Region 3: Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia

Region 4: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Region 5: Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Region 6: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Region 7: Kansas, Nebraska, Iowa, Missouri

Region 8: Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming

Region 9: Arizona, California, Hawaii, Nevada

Region 10: Alaska, Idaho, Oregon, Washington

As can be seen in Table 17, which is based on the sample of 388 invoices, both the number of items sold and the dollar volume indicated that Regions 1 and 3 were the largest purchasers, together representing 38% of the sales in our sample. In contrast, in this sample, Regions 6, 8, and 10 together accounted for 10% of product sales. Recalling the caveat on generalizing findings from our invoice sample (see end of Procedure section in this chapter), the true percentage of sales to Regions 1 and 3 combined would fall somewhere between about 33% and 43% while the true percentage of

Table 17

REGIONAL VARIATIONS IN AMOUNT OF PURCHASING
BASED ON A 5% RANDOM SAMPLE OF INVOICES (N=388)

Region	% of U.S. Population*	Quantity of Items Sold		Dollar Volume	
		N	%	$	%
1. ME, MA, NH, VT, CT, RI	5%	629	25.2%	$ 5,022	27.7%
2. NY, NJ, PR, VI	12%	201	8.1%	$ 1,065	5.9%
3. DE, MD, PA, VA, WV, DC	11%	336	13.5%	$ 3,560	19.6%
4. AL, FL, GA, KY, MS, NC, SC, TN	17%	278	11.2%	$ 2,536	14.0%
5. IL, IN, MI, MN, OH, WI	20%	321	12.9%	$ 1,582	8.7%
6. AR, LA, NM, OK, TX	11%	40	1.6%	$ 272	1.5%
7. KS, NE, IA, MO	5%	299	12.0%	$ 1,854	10.2%
8. CO, MT, ND, SD, UT, WY	3%	76	3.1%	$ 384	2.1%
9. AZ, CA, HI, NV	12%	185	7.4%	$ 1,228	6.8%
10. AK, ID, OR, WA	4%	123	4.9%	$ 627	3.5%
TOTAL	100%	2,488	99.9%	$18,130	100.0%

*Based on 1980 U.S. census data.

sales to Regions 6, 8, and 10 together would fall somewhere between about 5% and 15%. This "confidence zone" is only approximate. The actual zone of confidence is affected by the extent to which the number of items sold and the dollar volume for sales we report for a particular region or group of regions includes a high proportion of "large" invoices as compared to "small" invoices. What is of interest here is not the numbers per se, but the apparent imbalance in regional buying patterns. The combined figures for populations in Regions 1 and 3 and for populations in Regions 6, 8, and 10 are similar--16% and 18%, respectively. (Population figures taken from 1980 U.S. census data.) If it is fair to hypothesize that, based on U.S. population figures, the potential market for WEEAP products in these regions is more similar than suggested by the sales figures, then it will be appropriate to investigate further the reasons for the apparent imbalance and to determine whether implications for marketing can be identified.

Were there regional variations in the types of items purchased? Even though in our 5% random sample of invoices some regions purchased more than other regions, the pattern in types of items purchased did not differ substantially from analyses we presented earlier in this chapter. That is, all regions mostly bought items in the Staff Development, Curriculum, and Career Development categories. This finding was consistent for both the number of items sold and for dollar volume of sales.

Were there regional variations in types of purchasers? Based on the random sample of 388 invoices, we found that there was some regional variation in the type of purchaser associated with sales to a particular region. For example, 68% (169 purchasers/invoices) coded as "SEA" were from Region 1; 67% (48 purchasers/invoices) coded as "Businesses" were from Region 10. The important point is that where percentages are this large, further investigation of regional variations in types of purchasers and the reasons for them could assist WEEAP in planning future strategies for marketing products.

The Cost Factor

How much did most WEEAP items cost? We classified the 184 items for which we had prices according to the three cost categories* shown in Table 18.

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* All WEEAP products must be sold at cost according to the Publishing Center's contract.

Table 18

NUMBER OF ITEMS IN THREE PRICE CATEGORIES*

Price Category of Items	Number of Items (N=184)	
Inexpensive (less than $5)	79	(43%)
Moderate ($5.01 - $9.99)	48	(26%)
Expensive ($10 or more)	57	(31%)
TOTAL	184	(100%)

* Table based on all items in the WEEAP catalog that had price data.

As indicated, although there are many items available in all three price categories, 43% of the items cost less than five dollars and more than two-thirds of the items cost less than ten dollars.

Table 19 shows the number of items available each year in each price category; it includes only those items for which we had both sales and price data. The number of available items has increased each year, and the proportion of "inexpensive" items has always been higher than the proportion of either "moderate" or "expensive" items. However, the differential decreased each year as more expensive items (e.g., audiovisuals) were produced.

Table 19

NUMBER OF ITEMS IN EACH PRICE CATEGORY FOR 1978, 1979, and 1980*

	Number of Items		
Price Category of Items	1978	1979	1980
Inexpensive (Less than $5)	16 (67%)	40 (58%)	72 (51%)
Moderate ($5.01 - $9.99)	5 (21%)	16 (23%)	24 (17%)
Expensive ($10 or more)	3 (12%)	13 (19%)	44 (31%)
TOTAL	24 (100%)	69 (100%)	140 (99%)

* Table based on items for which we have both sales and price data.

What priced items sold the most? As shown in Table 20, which is based on overall sales records for all items sold in 1978, 1979, and 1980, it

appears that expensive items sell less well than inexpensive or moderately priced items.

Table 20

TOTAL ITEM SALES BY PRICE CATEGORY FOR THE THREE-YEAR PERIOD 1978-1980

Price Category of Item	Total Number of Items Sold 1978-1980	
Inexpensive (Less than $5)	28,731	(70%)
Moderate ($5.01 - $9.99)	7,730	(19%)
Expensive ($10 or more)	4,719	(11%)
TOTAL	41,180*	(100%)

*This number conflicts with the total sales figure in Table 10. This discrepancy results from the fact that Table 20 represents those items for which we had both sales and price information. In contrast, Table 20 includes all sales regardless of whether we had price data.

Many of the expensive items are audiovisual materials (films or videotapes). Of the 34 audiovisual materials available for purchase, all 34 are also available for rental at a considerably lower price. Consequently, lower sales of expensive items may not indicate the lack of popularity of these items but rather the option to obtain many of them at a lower price through rental.

Did price influence the types of items purchased? Using the random sample of 388 invoices, we examined sales data for the number of items sold and the dollar volume in sales for the various classifications of item types. The overall findings remained stable, regardless of item price, number of items sold, or dollar volume. In the inexpensive price range, items classified as Staff Development, Curriculum, and Career Development accounted for 85% (1,228 items) of the number of items sold and 84% ($3,936) of the dollar volume. For moderately priced items, these three item types accounted for 93% (534 items) of the number of items sold and 92% ($3,784) of the dollar volume. For expensive items, these three item types accounted for 87% (319 items) of the items sold and 95% ($3,936) of the dollar volume.

Did price influence the types of purchasers? For inexpensive items, the postsecondary institutions, elementary/secondary institutions, and SEAs accounted for 84% (1,233 items) of the items sold and 87% ($4,018) of the dollar volume. For moderately priced items, these three types of purchasers accounted for 87% (502 items) of both the number of items sold and dollar volume ($3,602). For inexpensive items, these three purchaser types accounted for 95% (317 items) of both the number of items sold and dollar volume ($8,766). Thus, the finding in our earlier analyses that these three types of purchasers accounted for most of the purchases of WEEAP products--whether by number of items bought or by dollar volume--held up within each of the three price categories.

Summary

Overall, the production and sales of WEEAP products increased dramatically during the three years on which our analyses were based. The number of available products at the end of 1980 was double the number available at the end of 1979 (140 as compared to 69, based on items for which we had sales data). The number of items sold more than doubled between 1979 and 1980 (12,112 and 28,940 items sold, respectively). Cumulative sales records showed that as of the end of 1980, 42,798 items, representing $333,866 in dollar volume, had been sold. In 1980-81, the Publishing Center offered 193 WEEAP items for sale.

The results showed that the WEEAP Publishing Center and the WEEAP products themselves were succeeding in appealing to those segments of the educational equity market for which the materials were intended. The largest purchasers were postsecondary institutions, elementary/secondary institutions, and SEAs.

The most frequently purchased items were Staff Development, Curriculum, and Career Development materials. This finding was not surprising since most of the materials produced under WEEAP grants prior to 1980-81 and approved for publication and dissemination were of these types. A comparison of the types of items sold with the types of items available for sale suggested that as of the end of 1980 a need for more materials in the Career

Development and Guidance categories might be indicated by the fact that the percentage sold was larger than the percentage available for items in these categories. On the other hand, the "over-supply" point may be near or may have been reached for items in the Staff Development and Curriculum categories. Additions to these two categories should be made selectively to minimize competition between highly similar materials and to meet purchasers' preferences for particular kinds of materials.

While there were regional variations in the amount of purchases, buying patterns for item types were consistent; that is, the top-selling types of items in every region were Staff Development, Curriculum, and Career Development materials. There were a few regional differences in purchaser types, but in general, the purchasers from most regions tended to be either elementary/secondary institutions, postsecondary institutions, or SEAs.

Finally, we looked at item price and at purchasing patterns in relation to it. Overall, 51% of the WEEAP products being sold by the end of 1980 were inexpensive (less than five dollars) and more than two-thirds (68%) of them were priced under ten dollars. While expensive items did not sell as well as moderately priced or inexpensive items, many of the expensive items were available to users on an inexpensive rental basis. Regardless of price, the most frequently purchased items were Staff Development, Curriculum, and Career Development materials, and the major purchasers remained postsecondary institutions, elementary/secondary institutions, and SEAs.

Implications for WEEAP's Future Evaluation Planning

We conclude this chapter with a discussion of factors for WEEAP to consider in planning for future evaluations of product dissemination:

- questions left unanswered by our sales analyses;
- categories used to classify WEEAP products;
- lack of computerized sales records;
- qualitative information needed to illuminate quantitative analyses.

Unanswered Questions

Our data analyses left a number of questions unanswered. For example:

- What motivates purchasers to buy products intended for other types of purchasers?

While our analyses show that the most substantial portion of sales of top-selling types of items may be accounted for by the types of purchasers for whom these products were intended, there remains a modest proportion of sales to other types of buyers. WEEAP wants to increase the flexibility and adaptability of their products for a wide range of users wherever that is feasible. Information from buyers for whom the products were not originally intended could conceivably provide excellent guidance for future product development.

- What are present regional sales patterns and the implications for future dissemination of WEEAP products?

Our finding of regional differences in WEEAP's product sales must be interpreted with the caveats applicable to our sampling procedure (explained in detail in conjunction with presenting these findings). Furthermore, the sample on which our analysis was based included invoices dating back to 1978. It is possible that the regional sales pattern for 1981 might differ and that the imbalances we noted in our sample would not be present or would be much smaller or have a different configuration if 1981 invoices were the basis for the analysis. However, if substantial regional variations are found to exist at present, then additional questions can be addressed: Can regional variations be attributed to differences in attitudes, resources, marketing strategies, or other factors or combination of factors? Are such factors amenable to influence through strategies WEEAP can implement? Will the payoff be worth the cost of selectively implementing additional marketing strategies?

- What supply/demand gaps are there?

Our data analysis only superficially addressed supply and demand ratios; we compared the percentage of items sold with the percentage of items available for sale within each type of item in broad categories. We reasoned that the gaps noted might suggest that certain item types may be over- and others under-supplied. However, our data were insufficient for a full assessment of the situation. For example, when sales of an item type were much less than the availability of that item type, we could not determine directly whether this meant that the various items available in that category were so similar they are competing with each other, or whether potential buyers found many of the items in that category less appealing than items available through other (e.g., commercial) sources, or whether the items available in that category did not suit the situations in which many potential buyers intended to use them,

or some other reason. If such reasons were known, WEEAP's future product development and publication efforts could be adjusted accordingly. A more complete assessment of the supply/demand characteristics of WEEAP and non-WEEAP sex equity products is warranted at this time because, with 193 items available for sale and 90% of them being in three top-selling categories, WEEAP can afford to be particular about what products are developed and disseminated.

Categories Used to Classify WEEAP Products

In coding the "type of item" for our sales analyses, we used the product's classification in the WEEAP Publishing Center catalog. While those categories may meet WEEAP's marketing purposes, they were less useful for our data analyses and limited the questions we could answer.

For instance, categories used in the catalog are not necessarily concordant. Some categories represent topical content, e.g., Early Childhood Education; other categories represent structural type, e.g., Curriculum. Lack of concordance contributed to our problem of non-exclusivity of categories for data analyses. While we decided to use the category under which an item was first listed in the catalog for analyses based on "single" codes as opposed to "multiple" codes, we were not completely certain that this choice necessarily represented the best item "type" for a particular product. Future evaluation planning might consider refining item classifications and accompanying the classification scheme with clear criteria for deciding on the assignment of an item to a particular classification.

Of course, the exact choice of categories to be used in coding data for future sales analyses should be based on the specific questions to be addressed. For example, the classification scheme we used did not provide sufficient breakdowns of grade levels for which products were appropriate. It is true that many WEEAP products are suitable for use at both elementary and secondary levels, and this probably accounts for not breaking them out separately in the catalog. However, we could not answer questions about sales or supply/demand for items at the "elementary" grade level or the "secondary" grade level because the classification scheme we used did not separate them--it combined them as "elementary/secondary" items.

There may well be other classification refinements WEEAP will want to consider. For example, categories such as items for sale vs. items for rent, audiovisual materials vs. print materials, materials incorporating

lesson plans and many short activities vs. materials which do not lend themselves to incorporating these features. Other categories might also be relevant to answer specific questions about WEEAP product development, dissemination, and utilization in the future.

Lack of Computerized Sales Records

The sales analyses we reported in this chapter were a one-shot effort which WEEAP may decide not to replicate. Our major purpose in the rapid feedback evaluation was to assess the feasibility of doing such analyses if further evaluation of WEEAP product dissemination is deemed to be desirable in the future. Another important purpose was to provide program management with a very rough estimate of progress being made in meeting WEEAP's dissemination objectives.

We knew that hand coding would be a major task, and that is why analyses that could not be based on the WEEAP Publishing Center's sales records for 1978, 1979, and 1980 were based instead on a 5% random sample of all the invoices on file. Had a computerized billing system been provided for in WEEAP's contract with its Publishing Center from its inception, the analyses could have been completed in a fraction of the time and could have been based on the total universe of item sales rather than a random sample of invoices, each invoice representing a different quantity and/or dollar amount in item sales.

If the Department were to provide for a computerized billing system now, the findings we presented in this chapter could serve as a baseline against which to compare the results of future sales analyses provided by computerized sales records. In considering the cost-effectiveness of this option, WEEAP will of course weigh it against the likelihood of future appropriation levels for the program, the likelihood that the future will find the federal government still actively involved in sponsoring the development and dissemination of educational approaches, and the potential for enhancing the quality and rationality of future policy decisions by providing policymakers with more reliable information on the results of WEEAP product dissemination. These considerations notwithstanding, the financial investment required to computerize the sales records of the WEEAP Publishing Center may be justified by the potential benefit to program management that would accrue from a system of continuous monitoring of sales performance.

Qualitative Information Needed to Illuminate Quantitative Analyses

If WEEAP is interested in why certain items sell, and why certain purchasers buy, it will be necessary to obtain this information from data not presently available. One idea would be to pre-print a few pertinent questions on the catalog order form. Either closed or open response choices could be provided for and the data could be coded and entered on the computer at the time the order is filled. Then, the information needed to answer certain "why" questions would be readily available in an immediately usable form for future sales analyses.

Chapter IV
IMPACT FROM GRANT PROJECTS

Purpose

We wanted to obtain readily available information on WEEAP project and product impact. Specifically, we sought existing evidence of the effectiveness of WEEAP funded and developed products and strategies. To obtain these data, we spoke at length by telephone with nine previous WEEAP grantees. These telephone conversations enabled us to answer, for this sample of WEEAP grantees, the following questions:

- What was the extent and type of grantee evaluations?
- Did grantee evaluations address WEEAP objectives?
- What evidence did grantees have to show the impact of WEEAP products and projects?
- What evidence did grantees have to show WEEAP's contribution to educational equity and educational improvement?
- What kinds of "ripple effects" occurred?
- What has helped and/or hindered the impact of WEEAP products and projects?
- How could grantee evaluations improve?

Procedure

Sampling

The sample consisted of nine completed grant projects. Each project was chosen because some evidence of impact could be provided and the products were thought by staff of the WEEAP Publishing Center to be among the highest quality and best selling materials to have been produced and disseminated as of the end of 1980. The sample represented a diverse set of projects, products, and user groups (see Table 21). However, the sample is neither random nor representative. While the findings we present cannot be generalized beyond these nine grantees, they served the following very useful purposes:

Table 21

BRIEF DESCRIPTIONS OF SAMPLE PROJECTS/PRODUCTS IN THE STUDY SAMPLE (N=9)

Project	Brief Description
1	This project developed two sets of self-contained multi-ethnic curriculum materials for junior high school students on women in United States and World History. The units contain a student book and a teacher's guide. The teacher's guide includes unit objectives and strategies for dealing with students. The materials were pilot tested and reactions were obtained from both students and teachers.
2	This project developed a book of activities designed to increase students' awareness of career-related values, talents, and interests. The book also aims to help students make career and education decisions, particularly with regard to nontraditional options. The product was field-tested and reactions were obtained from a variety of users.
3	This project developed two reference books for women's centers. One of the books dealt with program planning; the other book dealt with budget negotiations. Both books offer complete "how-to" information on these topics. A fieldtest was conducted to assess changes in the behavior and attitudes of persons using the materials.
4	This project developed a guidebook for employment and career counselors who provide assistance to re-entry and underemployed women, women seeking career changes, and women considering nontraditional career options. The guidebook outlines workshops, complete with activities and written handout materials. The book is written with a wide audience in mind including minority women. Reactions from workshop participants were obtained during pilot testing.
5	This project developed a K-12 curriculum guidebook and audiotape cassettes on women in science and technical careers. The materials include both historical information as well as current science-related career information. The materials were reviewed by experts in the field.
6	This project developed a set of curriculum materials for middle-school students on the subject of career preparation and development. The materials include a leader's guide, a gamebook of student activities, and a filmstrip and script about women in various careers. The materials were extensively pilot tested and field tested.
7	This project developed a set of four booklets about the role of women in American history from 1607 to 1920. Each booklet contains discussion questions and activity suggestions. Reactions of students and teachers to the materials were obtained.
8	This project developed a film and accompanying factbook/discussion guide on the topic of nontraditional vocational education programs and careers for girls. The materials are intended for parents as well as teachers and are appropriate for both classroom and community use. A fieldtest was conducted to assess change in parents' attitudes toward their daughters' careers.
9	This project developed a guide for workshop leaders who help re-entry women. The guide contains activities for job hunting and job finding. A fieldtest was conducted to assess the usefulness of the materials.

- suggesting the nature of and reasons for the very limited usefulness of "impact evaluation" attempted by WEEAP product developers during their grant projects;
- calling attention to "ripple effects" grantees mentioned without realizing that such outcomes are of great interest to WEEAP; and
- providing a basis for WEEAP's future evaluation planning.

Data Collection and Analysis

We conducted telephone interviews with 15 project personnel who were most knowledgeable about the nine projects and the products that had been developed. The interviews centered on grantee evaluations and product/project impact, with particular emphasis on the questions listed at the beginning of this chapter.

Once the interviews were completed, we studied the detailed information for each project to note trends and patterns and to identify any interesting or unique exceptions. We then summarized the collected data in both narrative and tabular form. The next section presents our synthesis of this information, supplemented by illustrative examples of some of the results.

Results

We present the results in seven sections, one section for each of the questions listed at the outset of this chapter. Due to double counting, the items in the tables often add up to more than nine (the number of projects in the sample). In other words, some grantees were appropriately placed in more than one item or category.

What Was the Extent and Type of Grantee Evaluations?

All nine grantees conducted formative evaluations of their projects. Data were collected and used to assess and improve project functioning and to assist project management and product development. This formative process was "built into" most projects and was an on-going project monitoring activity. In contrast, only six of the nine projects conducted a summative or "impact" evaluation to assess the effectiveness of the project in

Table 22

TYPES OF EVALUATION DESIGN FEATURES

Design Feature	Number of Projects (N = 9)
Expert Review Only	1
Expert Review (in addition to other approaches)	8
Post Assessment Only	5
Pre and Post Assessment	4
Use of Comparison or Control Group	2
Follow-up Assessment	2

achieving intended outcomes. Of these six projects, all six assessed change in attitudes but only half (3/6) of the projects assessed change in behaviors. This may reflect the greater difficulty in behavioral assessment, which requires more training and more sophisicated analysis, and for which fewer "packaged" measurements are available.

None of the grantees were completely satisfied with the features of their evaluation design. They attributed limitations to events outside their control such as budgetary constraints, time constraints, and lack of expertise.

> Example: Even the project with the most sophisticated design had an objection. The project included expert review of materials, a pilot test, and a full fieldtest complete with large samples and a randomly assigned control group using both pre and post assessments. The project director revealed one major design flaw: the full "program" that had been developed had not been fully implemented during the fieldtest. According to the project director, this design flaw limited the potency of the fieldtest and potentially masked the full impact of the WEEAP product that had been developed.

The level of effort devoted to evaluation activity varied widely among the sample projects. Rough estimates were given as follows:

Table 23

ESTIMATED LEVEL OF EFFORT DEVOTED TO EVALUATION OF GRANT PROJECTS

Estimated Level of Effort	Number of Projects (N = 9)
10% or less	3
30%	2
40%	1
50% or more	3

Six of the nine project budgets provided for an external evaluator or evaluation consultant. Three of the projects conducted the evaluation during a no-cost extension period. In two of these cases, the evaluation was seen as an "after-thought"; an evaluation was not originally included in the grant proposal.

Did Grantee Evaluations Address WEEAP Objectives?

The logic model of the intended WEEA program presented in Figure 1 of Chapter I identified seven outcomes expected to result from grantee projects. Table 24 identifies the number of grantee projects that actually focused their evaluation on these outcomes. As can be seen in this table, all grantees developed some model product or strategy. Most projects implemented their product or approach and attempted to assess whether those exposed to the product or approach benefited. None of the grantees reported that their evaluation focused on "improvement resulting from technical assistance." However, since this sample was selected in part for the excellence of its products, these grantees may not have required such assistance. Although about two-thirds to three-fourths of the projects focused on most outcomes of interest to WEEAP, our perception was that they seemed to do this because of their own interest, not because they knew what WEEAP wanted them to focus on in their evaluations and not because they knew about WEEAP's overall program objectives.

Table 24

NUMBER OF GRANTEE EVALUATIONS THAT ADDRESS OUTCOMES WEEAP EXPECTS FROM GRANT PROJECTS/PRODUCTS

Expected Outcomes	Number of Evaluations Addressing the Outcome (N = 9)
Target groups, staff, and relevant others benefit from exposure to the model projects, materials, or approaches (Box 13)*	8
Conducive environment for change and ability to generate change fostered (Box 14)*	6
Capability of educational systems to work for and achieve educational equity enhanced (Box 15)*	6
Educational leaders implement the model projects, materials, or approaches (Box 16)*	8
Diverse model products and change strategies produced (Box 17)*	9
Evidence of effectiveness from grantees' tryout of model projects, materials, or approaches is available (Box 18)*	6
Grantees' performance improved through technical assistance (Box 19)*	0

* Numbers in parentheses refer to the numbered "expected outcomes" for grant projects shown on the Detailed Logic Model of the Intended WEEA Program presented in Figure 1 of Chapter I.

What Evidence Did Grantees Have to Show the Impact of WEEAP Projects and Products?

Each grantee reported some evidence of direct impact. Table 25 presents the general types of expected and accomplished outcomes. All grantee projects expected to develop clear, usable, flexible, and attractive products. This is not surprising since developing model products, projects, and approaches is a grant requirement. Two grantees conducted a formal needs assessment in order to insure greater product usability, accuracy, clarity, and attractiveness. Every project claimed some evidence that the developed

Table 25

EXPECTED AND ACCOMPLISHED OUTCOMES OF GRANTEE PROJECTS

Outcomes	Number of Projects (N = 9) Expected	Accomplished
Develop products that are clear, usable, flexible and attractive	9	9
Produce attitudinal change reflecting positive views of women, women's roles, women's careers, women's issues	6	3
Produce behavioral change reflecting increased skills and abilities	3	2
Train others in the use of materials	3	3
Increase program planning ability and increase funds for women's centers	1	1
Interest boys in supporting equity concerns	1	1

materials were favorably received by the target audience. Three grantees noted that male teachers, students, counselors, and parents were more critical of the products than were their female counterparts. In two of these cases, product revisions included efforts to incorporate more materials related to boys.

As seen in Table 25, one-half of the projects that expected attitudinal and behavioral change actually demonstrated such change. Examples of specific accomplished attitudinal changes included increased positive attitudes toward women in the work force and in non-traditional occupations and decreased sex-typing of roles. Although attitudinal change was found among students, teachers, counselors, and parents, it should be noted that females changed more than males. Some examples of student attitudinal change follow:

> Example: One project found that girls exposed to the developed materials were significantly less sex-typed in their attitudes toward education and work than girls not exposed to the materials. Despite the finding that boys liked the materials as much as girls, those boys exposed to the materials were not significantly different in sex-typed attitudes than boys not exposed to the materials.

Example: Another project assessed the effectiveness of their materials in changing parent attitudes toward their daughters' pursuit of nontraditional careers. More specifically, assessments were made both before and after the program and included an examination of course selection and career interests of daughters; awareness of the work-life potential of their daughters; and encouragement of daughters to explore nontraditional courses and careers. Parent attitudes in the three areas significantly increased.

Example: Another project found no overall significant difference between groups who participated in U.S. history courses that included women in the curriculum and those in U.S. history courses that did not. However, student attitudes toward male and female natures, behaviors, and extrafamilial roles were less stereotyped if their teachers had participated in the inservice training program and used the curriculum materials.

Behavioral change was much less frequently explored. Of the three projects that assessed behavior, two projects demonstrated change. One project reported increased negotiations and communication skills; the other project reported increased job hunting and job-finding skills. The studies which assessed behavior did not use controlled research designs. The data were basically subjective or testimonial.

All three projects that expected to provide training did so, and continued use of the products was noted in all three of these cases. The one project that expected women's centers to increase their ability to obtain funds found that, of the 12 women's centers they were able to contact, 3 had received substantial funding increases.

Only one project assessed boys' interest in supporting equity. In that evaluation, females changed more positively than males; males did not get "worse," but in some cases their attitudes remained unchanged. Also, boys responded less favorably than girls to the materials during pilot and field-tests. Grantees in our sample reported that one general problem to date with WEEAP products has been that they are not as amenable for use with boys as with girls.

Many grantees reported that their inability to demonstrate more dramatic change was the result of methodological or design problems in the evaluations and not of weaknesses in their products. Our conclusion from reviewing these evaluations was that there were many design flaws which could obscure subtle, and not so subtle, effects.

Grantees used a variety of different indicators as measures of impact in their evaluations. The number of indicators used in a single evaluation ranged from one to five, with an average of two indicators per evaluation. Table 26 summarizes the general types of indicators. As Table 26 shows, almost all of the grantees devised their own indicators for their particular assessments. In most cases, these instruments included rating scales and open-ended questions specifically related to the developed materials. Most of these indicators were self-report "paper and pencil" measures, although several grantees did conduct some on-site observation.

The data sources were either the expert/target group reviewers or the pilot/fieldtest participants. None of the projects provided for systematic review of documents or existing records. However, several projects cited impact evidence documented by personal correspondence.

Table 26

INDICATORS USED IN GRANTEE EVALUATIONS

Indicators	Number of Evaluations in Which the Indicator Was Used (N = 9)
Questionnaires or interviews developed specifically for the purposes of the study	8
Self-report "paper and pencil" methods	8
On-site observations	5
Unsolicited phone calls or correspondence	5
Follow-up phone interviews with users	2
Rating of videotapes	1
Standardized educational or behavioral science measure	1
Feedback from expert reviewers only	1

What Evidence Did Grantees Have to Show WEEAP's Contribution to Educational Equity and Educational Improvement?

Grantees identified two major areas of contribution to the overall quality of educational programs, policies, and practices: (1) increased

awareness of women's educational equity issues and (2) incorporation of grantees' product(s) into existing or new courses and programs. With regard to the first contribution, grantees claimed increased awareness among a variety of groups including students, teachers, counselors, parents, and administrators. Some of this awareness was quite personalized, e.g., workshop participants became more sensitive to their own personal struggles and evaluated their own attitudes and behaviors.

> Example: In one project that conducted teacher training, classroom observations were role-played and videotaped. Upon reviewing the videotapes, many of the teachers realized implicit or covert sexism in their own teaching styles.

> Example: One project found that middle school students were very interested in talking about themselves and their futures. The students found that the WEEAP developed program and materials gave them an opportunity to at least talk about sex equity and how it may affect them and their education or career in the future.

In other cases, the increased awareness was more global and involved an introduction to the issues of sex equity.

> Example: One project involved university administrators in their workshops. The administrators were used as "helpers" rather than participants (the participants were directors of women's centers). As a result of their contact with the project, the administrators claimed that they, for the first time, became sensitized to the real seriousness of the equity issues.

The second area of contribution, the incorporation of products into existing courses or programs, was reported by five of the nine projects. In two cases, a new course was developed on the basis of the WEEAP product.

> Example: A vocational-technical school in the midwest adopted the WEEAP materials and developed a course in which to use the materials. They then developed a workshop for course members to explore further the application of the materials in real life situations.

* * *

Example: A western public school district adopted the WEEAP materials for United States history classes. Given a positive reception from both teachers and students, the same materials were then adopted for use in World History classes as well.

What Kinds of Ripple Effects Occurred?

This question addresses the longer term impacts of the WEEAP program. Grantees were asked to recall unintended activities, events, or "spin-off" experiences that occurred during and/or after the WEEAP grant. Forty-eight different ripple effects were reported (an average of five per grantee). The general types of effects are shown in Table 27.

Table 27

TYPES OF REPORTED RIPPLE EFFECTS

Ripple Effect	Number of Projects (N = 9)
Requests for Materials	9
Use of materials with audiences not originally intended	6
Media coverage/presentations	6
New programs or new funds to continue or expand the original grant project	6
Recognition of product excellence with presentation of an educational award	2
Use of product as a "model" of non-sexist curriculum	2
Improved student scores on state achievement examinations for questions dealing with women	1
Expansion of professional networks	1
Self-assessment by students of other aspects of their personal lives (values, beliefs, etc.)	1

All grantees reported requests for their materials. In most cases, these requests were referred to the WEEAP Publishing Center. The grantees who kept records of requests found that they came from a wide variety of individuals and groups.

Example: One project director asked the WEEAP Publishing Center for sales records for her product for a one-month period. The grantee tabulated the list of buyers by "type." Contrary to

her expectations, the products were requested by an exceedingly wide range of user types.

Of the six grantees reporting that their materials were being used with audiences not originally intended, four grantees reported materials being used in more grade levels. Materials intended for school use were reportedly used also in non-school settings such as churches, YWCAs, and prisons.

Media coverage/presentations were reported by six grantees. This coverage reached both professional and popular audiences.

Six grantees received funds to continue their equity activities. In one case, the new project was a national replication of the original WEEAP grant. In other cases, the new project was only tangentially related to the WEEAP project but remained in the sex equity field. It appears that a grantee's success in obtaining new resources for continuing equity activity is a potentially important ripple effect from having completed a project funded by WEEAP.

Several of the reported ripple effects could not be categorized within the classifications used for Table 27, but are nevertheless noteworthy. Three examples follow.

Example: A grantee wrote curriculum materials on women's history for the WEEAP grant. After the grant, she was hired by a publishing company to review new textbooks for adequate coverage of women. As a result, this grantee believes she can insure infusion of material on women into the curriculum materials.

* * *

Example: A grantee reported a curriculum change which occurred immediately following the completion of the WEEAP grant. A high school home economics course was expanded to include males, changed its title to "Adult Living," and reorganized its focus to include a variety of independent living skills.

* * *

Example: Upon the completion of the WEEAP grant, a project director consulted with a large community program. A handbook and manual were developed which incorporated parts of the WEEAP grant products in an adapted form. The community organization

manual was disseminated to a large and varied audience and was received by persons who would not have purchased the original materials from the WEEAP Publishing Center.

What Has Helped and/or Hindered the Impact of WEEAP Products and Projects?

All grantees were able to identify factors that contributed to or inhibited product impact. Contributing factors are presented in Table 28. Expertise and commitment of staff were identified most frequently as contributing factors. Expertise took the traditional form of expert knowledge in a content area as well as less conventional forms of "expertise."

Table 28

FACTORS CONTRIBUTING TO PROJECT/PRODUCT IMPACT

Contributing Factors	Number of Projects (N = 9)
Expertise and commitment of staff	4
Assistance from other organizations or groups	2
Positive teacher attitude	2
Appropriate timing of events	1
Intended product implementers involved at outset of project	1

Example: One grantee reported that she felt the staff's sensitivity, as well as their ability and willingness to get teachers to be frank about their concerns were critical contributing factors to product and project impact. Once the teachers were "given permission" to voice their concerns, they willingly adapted and used the materials in their classrooms.

* * *

Example: One project director said she was very open with workshop participants about her own personal struggles with sex equity issues. She felt the audience could identify with her as a role model because her examples were grounded in personal experience.

Two grantees reported that assistance from other organizations and groups were critical contributing factors for impact. Helpful organizations

mentioned included CETA, YWCA, and community colleges and their extension services. Additional contributing factors included positive teacher attitude, the fact that the project was timed appropriately, and the involvement of the intended users of the product at the outset of the WEEAP grant.

Grantees identified several factors which inhibited the impact of WEEAP projects/products. These inhibiting influences are summarized in Table 29.

Table 29

FACTORS INHIBITING PROJECT/PRODUCT IMPACT

Inhibiting Factor	Number of Project (N = 9)
Grantees' lack of control over the dissemination of their products	4
Limited time and/or funds for doing the grant	3
Grantees' lack of face-to-face contact with users of their products	3
Negative teacher attitudes	2
Difficulty in changing attitudes	2
Influence/non-support of local politics or local school district	2
Inadequately planned use in educational setting	1
Visual unattractiveness of product	1
Difficulty in finding adequate outcome measures	1

The four grantees who complained of their lack of control over the dissemination of their products expressed these concerns about the adequacy of product dissemination via the WEEAP Publishing Center:

- Marketing has been insufficiently tailored to potental users for the particular type of product. (For example, the WEEAP catalog contains all products and is a major vehicle for disseminating printed information about available material.)
- The major target for marketing WEEAP products has been educational institutions and personnel. More effort should go into broadening the base of potential users.
- WEEAP products have time value and demand quick dissemination so they will not be outdated before being widely distributed. More effort must be devoted to shortening the production schedule by the WEEAP Publishing Center.

Three grantees were concerned about the lack of face-to-face contact with users of the products they developed. They saw such contact, particularly if it were in the form of training in which buyers get first-hand experience in using the materials, as a way to enhance sales and greatly increase the likelihood of product utilization.

Three grantees acknowledged that limited time and/or funds seriously inhibited the potential for impact from WEEAP products and projects. Two grantees mentioned the detrimental impact on students' experience with WEEAP materials that is likely if teachers are not receptive to WEEAP products.

Two grantees reported the influence of local or in-house politics as an inhibiting factor.

> Example: One local school district required the WEEAP grantee to employ a school district evaluator. This evaluator knew very little about sex equity issues and, in fact, seemed unreceptive to evaluating the types of outcomes and impacts the grantee was hoping to find. The grantee said that the evaluator's lack of support detracted from the quality of the evaluation.

How Could Grantee Evaluations Improve?

All nine grantees identified some way in which WEEAP could enhance the quality and soundness of grantees' evaluations. These suggestions are presented in Table 30. The most frequently reported recommendation for improving grantee evaluations was for WEEAP to provide more technical assistance

Table 30

RECOMMENDATIONS FOR IMPROVING GRANTEE EVALUATIONS

Recommendations	Number of Project (N = 9)
Provide more technical assistance on research and evaluation	6
Provide funds to collect follow-up data	1
Set minimum standards of acceptability for evaluation design	1
Provide means of basing evaluations on diverse populations in various parts of the country	1
Encourage more frequent use of on-site observation data	1

in research and evaluation issues and problems associated with grant projects.* Many grantees felt the size of their grants was insufficient for satisfactorily remedying some of the evaluation issues and problems that arose.

> Example: One project director of a small grant went to the WEEAP technical assistance conference. She was disappointed because she thought evaluation information presented was only relevant to much larger projects. She wanted to learn about how to conduct a good evaluation with very limited resources.

None of the grantees reported a clear understanding of WEEAP's specific needs for evaluation information. Therefore, they could not respond to our request for suggestions on improving the pertinence of grantees' evaluations for WEEAP's information needs.

Summary

From telephone interviews with nine previous WEEAP grantees, we collected and examined information related to the impact of WEEAP projects and products. Although all grantees conducted some form of evaluation activity, their evaluation research designs rarely provided for controlled studies, and over half of the projects failed to collect any baseline or pretest data. Most of the indicators of impact were limited to questionnaires designed specifically for the purposes of the study. All of the grantees were acutely aware of these limitations, which they agreed had limited their ability to demonstrate project and product impact. The need for technical assistance was their most frequent recommendation for improving grantee evaluations in the future.

Outcomes of most interest to WEEAP were addressed in grantees' evaluations, but often only indirectly. Particularly in the area of attitudinal and behavioral change, the impact grantees expected exceeded what was accomplished. Grantees were able to provide some evidence of increased awareness of women's educational equity issues and the incorporation of WEEAP products into existing or new courses and programs. Most impressive was the wide

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* For the last two years (fiscal years 1980 and 1981), individualized technical assistance on evaluation and research design has been offered at WEEAP's conferences for its project directors.

variety of "ripple effects" grantees reported, e.g., requests for materials, use and adaptation of materials with a variety of audiences other than the target audience, media coverage/presentations, and the development of new programs or new funds to continue or expand women's educational equity activities.

Implications for WEEAP's Future Evaluation Planning

We conclude this chapter with our judgments of:

(1) problems that will continue to undermine the quality and pertinence of grantees' evaluations unless WEEAP takes steps to remedy the underlying reasons for the problems; and

(2) recommendations for improving the feasibility and usefulness to WEEAP of grantees' evaluations in the future.

Problems of Quality and Pertinence in Present Evaluations of WEEAP Grants

The major problems we noted in this sample of grant project and product evaluations were as follows:

- Grantees did not intentionally plan evaluations that would measure outcomes of most interest to WEEAP, and did not present findings in the context of WEEAP's overall objectives or information needs.

- "Ripple effects," or unplanned outcomes, from doing the grants were pertinent to WEEAP's objectives and information needs, but in general were not included in grantees' written reports of their project and product evaluations.

- Impact or effectiveness data were very limited and idiosyncratic. Each WEEAP grantee addressed project-specific outcomes and used different indicators. Taken as a group, their findings, outcomes, and effects were often non-corroborating and, at worst, contradictory.

- Very few grantees conducted an assessment of their projects or products which would meet even minimum standards for sound evaluation design. Consequently, the results are difficult or impossible to interpret.

Why did these problems occur? First, grantees were virtually unaware of WEEAP's overall objectives, the outcomes of grant projects that would be

of most interest to federal program management, and how WEEAP would actually use such evaluation findings if grantees could provide them.

Second, grantees seemed only vaguely aware of basic aspects of evaluation design (e.g., use of control groups and of pre and post assessment), and very few actually implemented these features because of either limited funds, expertise, or time. Some grantees were unsure of how to incorporate such design features into their own project and product evaluations.

Third, grantees were often unsure about where to go for help. Evaluation assistance from WEEAP project monitors was said to be insufficient.

Fourth, grantees felt so inundated with product development and grant administration responsibilities that evaluation was often given lower priority.

Recommendations for WEEAP's Future Evaluation Planning

In our judgment, WEEAP can greatly improve the feasibility and utility of future evaluations of grant projects and products by doing the following:

1. Tell grantees exactly what outcomes and information needs are of most current interest to program management.

2. Specify in this communication how WEEAP intends to use this information, including examples of how similar data have been used to advantage in the past.

3. When providing grantees with modest amounts of technical assistance in evaluating their projects and products, emphasize the use of economical and readily available indicators and capturing outcomes that may seem trivial to the specific project/product but can be compelling when corroborated by similar effects from other grantees' evaluations (e.g., ripple effects like those reported by the sample of grantees in this study).

4. Confine the federal program investment in collecting new data to a limited number of grants whose project staff have adequate expertise for designing and implementing rigorous evaluations of their projects, products, and approaches. These grant projects should be adequately funded for a formal evaluation effort, and that activity should be regarded as an integral part of the project. The outcome measures employed should be directly related to WEEAP's objectives and information needs, in addition to project- and product-specific assessment.

The financial outlay required for implementing the first two of the four recommendations is negligible, since communication between WEEAP and its

grantees can occur in negotiations of grant awards, letters to grantees, and regularly scheduled meetings for directors of WEEAP grants and contracts. The cost to WEEAP for implementing the third recommendation could be minimized. For example, a technical assistance contractor, funded at a modest level, could make liberal use of mail and telephone for helping grantees with their evaluation problems. A directory of former WEEAP grantees with evaluation expertise could be used by the contractor and the current grantees as an additional source of low- or no-cost help.

Chapter V

FACTORS INFLUENCING THE UTILIZATION OF WEEAP PRODUCTS AT FIVE NATIONAL DEMONSTRATION SITES

Purpose

In this part of the rapid feedback evaluation, we sought to identify factors that influenced the utilization of WEEAP products and approaches in comprehensive educational programs and to describe their consequences. AIR conducted interviews with representatives of the five WEEAP national demonstration sites, focusing the interviews on the following questions:

Product Choice

- What types of products were selected for use at the demonstration sites?
- Did the demonstration sites turn to other sources of equity materials? If so, why?

Product Utilization

- How were the products used?
- Were the products easy to adapt and implement?
- Did use of the products require special technical assistance?
- What were the material and non-material factors affecting product utilization?

Product Quality

- What was the technical and substantive quality of the products?

Future Directions

- Do the demonstration sites plan to continue using WEEAP products?
- What kinds of educational equity products should WEEAP develop in the future?
- Is WEEAP's current dissemination system satisfactory?

- What type of technical assistance in product utilization do the demonstration sites prefer?
- Are the demonstration sites interested in continuing or endorsing educational equity activity in the future?
- What are the factors encouraging educational equity activity at the demonstration sites?
- What is the outlook for future educational equity activity at the demonstration sites in the absence of federal funds?
- Is the "national demonstration site" strategy desirable and appropriate?

Procedure

The sample consisted of WEEAP's five national demonstration sites. What is a national demonstration of educational equity? Five school districts under contract with the Women's Educational Equity Act Program have been funded for the primary purpose of developing and implementing a comprehensive equity program throughout the school district. Specifically, the sites do the following:

- Introduce materials that will contribute to achievement of an environment devoid of sex and ethnic bias.
- Provide a setting where visitors from throughout the nation may observe equitable practices.
- Train local personnel to infuse equity concepts into their daily activities.
- Offer training to off-site individuals interested in establishing equitable programs in their own locales.
- Evaluate program effectiveness.

Utilization of WEEAP products is only one activity of a much larger, comprehensive equity program at the demonstration sites. Utilization of the products, however, was the focus of the interviews conducted at the five sites.

The five sites represent a broad range of school systems from across the country, including urban and rural areas, and student populations ranging from barely 5,000 to over 100,000. The sites selected by WEEAP for the

national demonstration have shown an interest in sex equity through existing programs and support and have a successful track record for accepting and disseminating innovative educational programs and materials. The following thumbnail sketches are intended to convey the highlights of the national demonstration that are unique to each of the five sites.

Broward County, Florida: The National Sex Equity Demonstration Project functions in the Broward County School District. It is a cooperative effort of the district and the University of Miami. The public school system is the tenth largest in the nation with over 134,000 students and 12,000 full-time employees. Seventy-four percent of the students are white, with 23 percent black, and 3 percent Hispanic. The district has 97 elementary schools, 20 high schools, 27 middle schools, 9 exceptional student centers, 10 adult centers, 12 community schools, and 2 area vocational technical centers. The project operates in 2 elementary schools, 1 middle school, and 1 high school. The primary demonstration site is the Nova Research and Development Center--a staff and curriculum development center for the Broward County Schools. This project includes subject area workshops for staff of all grade levels. A national advisory board of superintendents, equity advocates, and experts in school improvement provides leadership and support for the Broward County project activities.

Lincoln County, Oregon: The Equity Project in Lincoln County, Oregon is a cooperative effort between the Lincoln County schools and the Northwest Regional Educational Laboratory in Portland. The Lincoln County School District serves about 5,000 students, 95 percent being white, 3 percent Siletz Indians, and 1 percent Pacific islanders. The county has 20 schools with 10 elementary schools, 4 middle schools, and 4 high schools, and two first through twelfth grade schools. There are 408 professional staff and 365 classified employees. The project works intensively in 4 schools--2 elementary, 1 middle school, and 1 high school. In each of the four demonstration schools, a community advisory board oversees the project. A steering committee of teachers, aides, and administrators plans equity activities. Local parents learn about the project at an Open House, where they meet project staff and hear about classroom activities. Teachers can receive credit for taking project courses, which are designed to meet Oregon requirements that teachers be trained in anti-discrimination laws.

Quincy, Massachusetts: Project Inter-Action is a joint project of the Quincy Public Schools and the NETWORK, a

non-profit educational service organization. The Quincy Public Schools serve about 12,000 students with 99 percent of them being white. The system includes 18 elementary schools, 5 junior high schools, 2 high schools, its own vocational-technical school, and a junior college. There are approximately 1,000 professional staff and 380 non-professional employees. The project operates in 3 elementary schools, 1 junior high school, 1 high school, and 1 vocational school. In these six impact schools, action teams of teachers, parents, and the principal plan a variety of equity activities. One special event organized by the vocational school action team was a seminar in which over 300 students and parents visited the school and discussed non-traditional courses and job opportunities with vocational teachers and trades people.

Reidsville, North Carolina: Project NEED (National Educational Equity Demonstration) is run by the Reidsville City School District and the University of Tennessee. There are 4,730 students in the district with a white to black ratio of 56 percent to 44 percent. The district has 1 comprehensive high school, 1 junior high school, 1 middle school, and 5 elementary schools. The district has a staff of 264 professional and 137 classified employees. The professional staff is 75 percent white and 25 percent black, and the classified staff is 60 percent white and 40 percent black. The project operates in two elementary schools, one junior high school, and one high school. In this demonstration site, all faculty members participate in several awareness sessions, and core teachers commit themselves to a semester of intensive training and to using equity materials in their classrooms. Their classes are videotaped at the beginning and end of the school year and the tapes are analyzed by teachers and evaluators.

Tucson, Arizona: FOCUS is a cooperative project of the Tucson Unified School District #1, the Pima County Career Guidance Project, and the American Institutes for Research of Palo Alto, California. The school district is the largest in the state of Arizona and is organized into four regional administrative divisions plus the central office. The District serves 57,000 students. There are 100 schools including 68 elementary schools, 16 junior highs, and 9 high schools. Tucson is also the home of the University of Arizona and Pima Community College. There is a diversity of cultural groups in the Tucson area with approximately 80 percent of the population Anglo and the remainder including Mexican-Americans, Native Americans, and Asian-Americans. The FOCUS project operates in 8 schools--4 elementary and 4 secondary. An important aspect of this project has been the incorporation of bilingual materials and Mexican-American

role models. Teachers here can apply for FOCUS investments to purchase equity materials, to develop learning activities, or to conduct equity-related field trips. The Career Guidance staff conducts workshops and encourages teachers in Tucson to share successful approaches to creating more equitable classrooms.

AIR conducted approximately two-hour interviews with representatives of these five sites. Four of the interviews were conducted on site and one by telephone. For the most part, interviews were conducted with the project director at the contracting agency and the school-based coordinator at the demonstration site unless the project director suggested otherwise. The five demonstration sites and the position of each of the interviewees are listed in the Appendix.

The interviews did not follow a standard set of questions. Rather, they were semi-structured conversations that focused on four general topics:

- Product Choice
- Product Utilization
- Product Quality
- Future Directions

Results

The results of the interviews are summarized here according to the four general topic areas. Illustrative examples are also included for each of the results.

Product Choice

What types of products were selected for use at the demonstration sites? At all five sites, products were selected for ease of use in the classroom. These products had short activities and lesson plans, did not require a lot of teacher time to adapt, and were easy to pull apart and duplicate. At most sites, in-service materials were also selected for activities that could be adapted for classroom use with a minimum of effort. Although most sites ordered all types of WEEAP materials (resource materials, curriculum materials, staff training materials, audiovisual materials),

the most sought after and most used were the curriculum materials with the characteristics described above.

"We ordered all the WEEAP materials. There are few enough so reviewing them all was not such a job. Our Materials Review Committee, composed of teachers representing all subject and grade levels, was looking primarily for materials they could use in the classroom with minimal adaptation. We really need classroom materials with short activities."

Did the demonstration sites turn to other sources of equity materials? If so, why? When gaps in WEEAP products existed, demonstration site staff turned to a variety of other sources of equity materials. A major purpose of the demonstration sites is to use WEEAP products. Only in the event of gaps in these products did the demonstration sites turn to other sources of materials. These included state-developed materials, materials from commercial publishers, materials developed by various equity projects, and teacher-developed materials at the site.

"We intended to use only WEEAP products, but there were gaps--mainly a lack of elementary-level curriculum materials. This was frustrating because we found the greatest excitement about and the most interest among school staff at this level in equity activities. We also needed a wider variety of materials than WEEAP has published so far."

Product Utilization

How were the products used? WEEAP products were consistently used in part rather than in their entirety. At all five sites, the products were used primarily for the classroom activities that could be selected and adapted from them. Very rarely was a product used intact. Inservice training materials also tended to be used in part rather than in their entirety.

"We have used parts of the products for staff development and parent demonstrations. But we primarily use the materials for the activities in them which we can adapt for the classroom. Actually, the teachers are the ones who decide what they'll do with the materials, which is usually modifying them for use with their students."

Were the products easy to adapt and implement? Ease of adaptation and implementation depends on the characteristics of the particular product. In the process of reviewing WEEAP products for their possible use in the national demonstration, staff at all five sites anticipated that some products would be easy to adapt and implement while others would be difficult. Thus, they tended to select products that could be easily adapted, and therefore, as expected, national demonstration site staff reported that these WEEAP products were easy to implement.

"Some of the WEEAP materials are not easily adaptable, and we avoided those. We chiefly sought materials that could be modified and used easily. The ones that were chosen were, in fact, easy to adapt and implement."

Did use of the products require special technical assistance? At all five sites, use of WEEAP materials did not require special technical assistance. However, most expressed that "it would be nice t have." Staff at one site expressed the greatest need for assistance in developing curriculum writing expertise, particularly in developing good lesson plans and adapting materials. Staff at another site found the materials they selected to be easy to use, but some assistance would have helped them speed up the selection process.

"Teachers could manage pretty much on their own in adapting materials. It would have been nice, but not necessary, to have 'how-to-use' discussions of materials."

What were the material and non-material factors affecting product utilization? The factors inherent in the materials themselves that affected product utilization consistently included interest, visual appeal, organization, and ease of use in the classroom. At all five sites, the products that were used most frequently were well-organized, attractive, interesting, and easily adapted for classroom use. Staff at one site emphasized that the ability to pull out one specific activity was critical.

"The products we used most frequently were easily adaptable, attractive, usable, had an index or other organizing system, and could easily supplement an existing lesson plan."

The non-material factors that affected product utilization consistently included in-service training in the use of the materials by demonstration site staff. At most sites, the materials most likely to be used by teachers were the ones for which they had received in-service training. Other factors affecting product use included recommendations from other teachers about a particular product, receptivity of teachers to the whole idea of equity, changing the term "sex equity" to "educational equity," using a "soft-sell approach" with teachers in getting them to use materials, teacher involvement in adaptation of materials, and support of demonstration site staff.

"Teacher in-service in using a product has really made a difference! The sharing and passing on of useful materials from one teacher to another has also been important."

Product Quality

What was the technical and substantive quality of the products? Technical quality of WEEAP products was rated average but improving. All five sites would prefer to see more professional looking products, although they emphasized that the newer WEEAP products are an improvement over the older ones. All sites expressed a desire for more interesting visuals and graphics, more use of color, more attractive type, better layout. Most sites said that the biggest problem was the poor quality of the audiovisual

materials. The filmstrips were not of a professional quality in earlier products, although they are improving now. The videotapes cannot be used with the equipment in most schools, and the content of the videotapes very often does not warrant use of this particular medium.

"We would really like more 'professional' looking products. We'd like to see more use of color and more attractive type. With a few exceptions, the print products are getting better. WEEAP's early AV materials were really bad. The filmstrips/ cassettes are getting better, but the videotapes have not been useful and couldn't be used with existing equipment in many school districts."

Substantive quality of the WEEAP products was rated above average. When asked to comment on any drawbacks they had encountered, demonstration site staff noted that there is a lot of repetition of the same ideas in various materials; some materials are narrow in scope; elementary materials are lacking; most materials deal with women and need to address men also; some materials are too general and are not geared to specific subject areas; some materials have inaccuracies and judgmental statements; some materials are too technical and theoretical; some are too geographically specific. On the positive side, most sites described the materials as being well-organized and logical, with good research support and documentation.

"The quality of the content is excellent, but there are a lot of gaps. Sometimes the content is too technical and theory-oriented or too specific geographically."

Future Directions

Do the demonstration sites plan to continue using WEEAP products? All five sites stated they will definitely continue to use WEEAP products, but they will order more selectively to meet subject and grade level needs. By now the five sites have identified what they consider to be the best products and will concentrate on using these. If the national demonstrations are no longer funded, the sites feel that the good WEEAP products will continue to be used.

"We will continue to use the WEEAP products that are already being used. If the project dies, use of the good products will survive."

What kinds of educational equity products should WEEAP develop in the future? Although all sites have a variety of suggestions for future development of WEEAP products, all cited the need for more classroom materials at the elementary level and for more curriculum materials in general with short, easily adapted and easily infused activities.

"There are giant gaps. We need more manipulative and visual things (games, posters) at the elementary level. In fact, we need more materials in general at this level. We'd also like materials to be organized by content or subject area."

Table 31 presents the preferences of the demonstration sites for WEEAP's future product development.

Table 31

PREFERENCES OF DEMONSTRATION SITES FOR FUTURE PRODUCT DEVELOPMENT*

Type of Product Needed	Frequency
Materials with short, easily adapted/infused classroom activities	5
Materials with the appeal of commercially published products	3
Materials that are subject-oriented or are easily linked with subjects, topics, themes	3
Materials with "how-to-use" information in them	2
Materials that identify non-WEEAP materials that could be used with the WEEAP products	1
Target Groups for Which More Materials are Needed	
Elementary grade students	5
Males (Most available WEEAP products were perceived as being female-oriented, limiting their interest for school-age males.)	4
Junior high school students	1
Subject Areas for Which More Materials Are Needed	
Math and/or Science	3
Vocational Education (beyond career education)	1
Other Needs	
More products from which to choose (quantity)	1

* Numbers refer to the frequency with which the suggestion was mentioned at the five demonstration sites.

Is WEEAP's current dissemination system satisfactory? Most sites are satisfied with the present centralized system of review and dissemination of products through the WEEAP Publishing Center. However, it was hoped that the process of getting the materials published and disseminated could be shortened.

"We prefer a central system of compiling and reviewing products and believe it is necessary, but the present system could be improved. The WEEAP product catalog is a good dissemination device, but the Publishing Center should get it out to a wider audience and should also be a vendor at all the various conferences."

What type of technical assistance in product utilization do the demonstration sites prefer? Although most sites found they could manage using WEEAP products on their own, they said it would be useful to have product developers and product users provide assistance both on site and at regional and national conferences. Two sites also suggested that more how-to-use information be provided in the products themselves and in the catalog of WEEAP products.

"We like the regional/national workshops sponsored by developers. It really helps to have the developer explain the product."

Are the demonstration sites interested in continuing or endorsing educational equity activity in the future? All sites are strongly interested in continuing and endorsing educational equity activities.

"We will definitely pursue equity. The principals and teachers are very interested; in fact, more of them are interested than we can use in the project. We needed five teachers at a school this year and eleven signed up!"

What are the factors encouraging educational equity activity at the demonstration sites? Sites listed a variety of factors operating to encourage educational equity activities at the demonstration sites:

- strong support from the State Department of Education
- sophistication of school districts in terms of equity issues
- support of school teachers and administrators

- district-level support
- state laws and regulations supporting equity
- availability of good equity materials
- availability of role models
- community interest

'Some encouraging factors are the positive experiences and success stories we hear from teachers and principals. There is also the pride of being a demonstration site. There seems to be interest in the community, and business is also involved. We've also seen some attitudinal change on the part of school administrators."

What is the outlook for future educational equity activity at the demonstration sites in the absence of federal funds? Should WEEAP funding for the national demonstrations end, staff at the five sites are not optimistic about their ability to sustain the current level of effort, not only in the utilization of WEEAP products but in all demonstration site activities. Staff do anticipate the continuation of educational equity activities through the teachers they have trained.

"The teachers who are using the materials will probably continue to promote educational equity activities in the classroom. If the teacher turnover rate is high, however, project impact may be nil."

Is the "national demonstration site" strategy desirable and appropriate? Most sites think that the "national demonstration site" strategy is a good one and wish that it could be expanded in terms of time and resources. Specifically, staff at most of the sites would have liked to have more planning time than the one year they were provided before implementing the demonstration. They also recommended that WEEAP plan a strong dissemination effort to promote the spread of similarly comprehensive educational equity programs beyond these five sites.

"We're very supportive of this strategy! The idea of the project being in the schools is an important one. It's a very logical approach to change--work from the top down as well as from the bottom up."

Summary

Results of the interviews with the staffs of the five national demonstration sites indicate that WEEAP products were consistently chosen for ease of use in the classroom. Curriculum materials with short, easily adapted and easily infused activities were the most sought after and the most used. Unfortunately, however, there are not enough of these types of materials in the WEEAP product line at present, and the demonstration sites had to turn to other sources of equity materials to fill the gaps.

The demonstration sites used the materials in part rather than in their entirety by selecting and adapting classroom activities from them. WEEAP products seem to vary in their ease of adaptation and implementation, but site staffs tended to pick products that would be easy for their teachers to adapt and implement. Use of the materials did not require special technical assistance, but most sites said that assistance from the product developers and other product users would be nice to have. The most important factors that seemed to promote selection or use of the materials included in-service training of teachers in use of a particular product, and specific features of the materials themselves: interest, visual appeal, organization, and ease of use in the classroom.

All sites felt the substantive quality of the materials was better than the technical quality, but that the materials were improving over early products in both regards. All expressed special concern about the quality of the audiovisual materials, and their perception that the videotapes are not compatible with existing equipment in many school districts.

All five sites are strongly committed to educational equity activities and plan to continue using WEEAP products, particularly the good ones that they have identified. They had a variety of suggestions for future development of WEEAP products but in particular cited a pressing need for more

classroom materials at the elementary level and for more curriculum materials in general with short, easily adapted and easily infused activities. Most sites were generally satisfied with the current centralized WEEAP dissemination system, although they pressed for a speedier process in getting the materials published and disseminated.

Looking to the future and the possibility of no further WEEAP funding, the sites anticipate the continuation of educational equity activities through the teachers they have trained. Provided that resources are available, however, most site staffs would like to see the "national demonstration site" strategy expanded.

Implications for WEEAP's Future Evaluation Planning

While evaluation activities at each of the national demonstration sites differ in some respects, the five contractors are evaluating some common program components. Furthermore, to the extent possible, they will collect some common data elements. One of the five contractors is coordinating these evaluation activities with the intention of providing for a "common core of data" on various facets of the demonstration enterprise.

It is not yet clear to what extent the data from evaluations being conducted by the five sites can be integrated. When WEEAP has reviewed the coordinated evaluation report, due next year, program management may judge that further analysis and integration of selected elements in the common core of data will be worth doing.

Chapter VI

SEA PERCEPTIONS OF WEEAP IMPACT

Purpose

SEA experiences as WEEAP grant recipients or as users of WEEAP products were investigated in this part of the rapid feedback evaluation. Our purpose was to determine whether SEAs that have received WEEAP grants or used WEEAP products found that these activities contributed to improved educational programs, policies, or practices.

The three major areas of interest were as follows:

Impact from WEEAP's Grants to SEAs

- What were the intended outcomes from the WEEAP grant?
- Were these outcomes achieved?
- What post-grant activity or events have occurred as a direct result of the WEEAP grant project?
- What evidence do grantees have to show the impact of the WEEAP grant project?

SEA Perceptions of WEEAP Products and Their Impact

- What types of products were purchased?
- How were the materials used?
- What were the technical and substantive qualities of the materials?
- Were the materials easy to implement or to adapt?
- What were the outcomes from using the materials?
- What indicators were accepted as evidence of these outcomes?

Future Directions of Educational Equity Activity

- Are there plans for continued use of WEEAP products and approaches?
- If federal funding for equity is included in block grants at some future time, what is the likelihood that the state will allocate the present level of funding for educational equity?

- If equity material were no longer available through WEEAP, would the SEA develop and publish similar materials?
- What factors encourage or discourage educational equity activity of the SEA?
- What could WEEAP do to assist SEAs more with their educational equity efforts?

Procedure

Sample

Nine SEAs were selected, based on indicators of their past active involvement in educational equity. The indicators used as selection criteria were as follows:

- the SEA had received a WEEAP grant (category "a");
- the SEA had received Civil Rights Act Title IV funding in 1980-81 for sex equity activity and also was a WEEAP grant recipient (category "b"); or
- the SEA was a frequent purchaser of WEEAP products according to WEEAP Publishing Center records and also was funded by Title IV in a 1980-81 for sex equity activity (category "c").

Table 32 shows the number of states selected for each category by geographic region.

Table 32

SAMPLE OF NINE STATES BY SELECTION CATEGORY AND REGION

	Selection Category			
Region	(a)	(b)	(c)	Totals
Northeast		1	2	3
North Central	1	1	1	3
Southeast	1			1
West	1	1		2
TOTALS	3	3	3	9

Generalizability of results. The generalizability of findings from surveying these nine SEAs is limited. As indicated, the sample was selected

because the SEA had been a WEEAP grantee, or had been funded by Title IV for equity-related activity, or had been a relatively frequent purchaser of WEEAP materials. Only 11 SEAs were eligible for selection, given these criteria, and 9 of these were chosen for the survey. Thus, the findings to be presented can be generalized only to the 11 SEAs who were eligible for sample selection, or about one-fifth of the total number of SEAs in the country.

Method

Individuals to be interviewed were identified in the following manner. For the six "grantee states" (categories a and b), the former or current WEEAP grant project director was interviewed whenever that individual could be located. In two states, this person was not available and a former project staff member was substituted. For the three "purchaser states" (category c), the SEA office to be contacted was identified from WEEAP Publishing Center records of purchases by state agencies.

The "knowledgeable persons" to be interviewed were identified by pooling information from several sources, as follows:

- suggestions from the WEEAP grantee or product purchaser;
- leads provided by the Director of the Resource Center for Sex Equity at the Council of Chief State School Officers in Washington, D.C.;
- leads provided in a January 1981 memo from the Division of State Educational Assistance, Office of the Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education, "A Look at Title IX Through Program Reviews of Part C, Title IV ESEA;" and
- lists of directors of Title IV (Civil Rights Act of 1964) Desegregation Assistance Centers and Training Institutes for Sex Equity (Fiscal Year 1979).

To summarize, 18 persons employed by 9 SEAs were interviewed: two persons from each of seven SEAs; three persons (one purchaser and two "knowledgeable persons") from one SEA, and one person from an SEA where the purchaser and the "knowledgeable person" were the same individual. See Table 33 for the positions of those interviewed. These were interviewees' current positions, except in the case of the directors of completed WEEAP grant projects.

Table 33

POSITIONS OF INTERVIEWEES

(N = 18; duplicate count because of multiple positions held)

Position*	Number
State or Regional Level	
SEA sex equity assistant coordinator	5
SEA vocational education equity coordinator	2
SEA intercultural relations/integration specialist	2
SEA equal education and legal specialist	1
SEA occupational education/civil rights compliance director	1
SEA vocational development specialist	1
Sex Desegregation Assistance Center director	1
University	
Equity center director	3
WEEAP Grantees	
Directors of completed WEEAP grant projects	4
Project associates of completed WEEAP grant projects	2
Director of a current WEEAP grant project	1

* These were the current positions of interviewees, except as noted.

Telephone interviews lasting approximately one-half hour were conducted with the 18 SEA employees. Interviews were unstructured and focused on different areas of inquiry, depending upon the category for which the SEA was selected and the position of the interviewee. Thus, interviews with the six WEEAP grantees focused on the questions related to WEEAP grant activity and impact and on future directions. Interviews with the three WEEAP product purchasers focused on the questions related to impressions of WEEAP products and their impact and on future directions. And, in eight states, additional interviews were conducted with nine persons knowledgeable about the impact of WEEAP on the states' educational equity activities in general, and these interviews focused only on the questions related to future directions.

Results

Results of the survey of SEA perceptions of WEEAP's contribution to improvement of educational programs, policies, and practices will be summarized in three sections:

- Impact from WEEAP's Grants to SEAs
- SEA Reactions to WEEAP Products
- Future Directions

In parentheses after each of these three headings we indicate the number of SEAs on which the results are based.

Impact from WEEAP's Grants to SEAs (N=6 SEAs)

What were the intended outcomes from the WEEAP grant project? Table 34 lists the outcomes the SEAs expected from their grant projects. In parentheses after each outcome is the number of the box on the Detailed Logic Model of the Intended WEEA Program to which this outcome relates. (The logic model was presented in Figure 1, Chapter I.) The only outcome WEEAP intends to result from its grants which was not mentioned by these SEA grantees was "Grantee's performance is improved through technical assistance" (Box 19).

Table 34

OUTCOMES INTENDED FROM THE SEAs' WEEAP GRANT PROJECTS

Outcomes Intended*	SEA Grant Projects						
	A	B	C	D	E	F	TOTALS
To develop or test SEA strategy to assist LEAs with sex equity (Boxes 13, 15, 17)	x	x				x	3
To improve educational equity at the administrative level throughout the state (Boxes 13, 14)			x				1
To develop materials to build awareness and knowledge of sex stereotyping at LEA level (Boxes 13, 15, 17)	x			x	x	x	4
To assist LEAs in starting educational equity projects (Boxes 13, 16)		x			x		2
To evaluate effectiveness of materials and approaches (Box 18)			x	x	x	x	4
TOTALS	2	2	2	2	3	3	14

* Box numbers in parentheses after each outcome listed in this table refer to the numbered outcomes on the Detailed Logic Model of the Intended WEEA Program which was presented in Figure 1 of Chapter I.

Were these outcomes achieved? Of the six SEAs who had WEEAP grants, five had completed their projects and one was entering the final year of a three-year grant. Interviewees representing the five completed projects all said that their major goals had been accomplished and that the benefits they could attribute directly to the project surpassed their original expectations. Table 35 lists both positive and negative unforeseen additional outcomes SEAs noted as a result of their WEEAP grant projects. This table does not break down these responses by grant project, but five of the six grantees interviewed cited generally increased awareness and understanding of women's equity issues among educators and students as an important result of the WEEAP grant project.

Table 35

UNFORESEEN ADDITIONAL OUTCOMES FROM SEAs' WEEAP GRANT PROJECTS (N=6 SEAs)

Unforeseen Positive Outcomes	Frequency
Staff benefitted professionally from project participation	2
Value of SEA collaboration with other state agencies demonstrated	2
Support for educational equity obtained from other key state agencies	2
Statewide network developed of individuals interested in Title IX implementation and in sex equity	2
Additional documents produced based on project activities	2
Community awareness of women's issues enhanced	2
Community trust in goals of Title IX enhanced	1
Student awareness of women's issues enhanced	1
Private foundation funding obtained for equity activity in the state	1
Hiring of student workers stimulated	1
Unforeseen Negative Outcomes	
Males reacted negatively to equity material the SEA grantee developed	2
Users of the SEA grantee's material were mainly those already interested in women's issues (SEAs' intention had been to increase such interest in users who were not necessarily "pro-equity.")	1

What post-grant activities have occurred as a direct result of the WEEAP grant? Of the five SEA grantees who had completed their projects, four reported significant post-grant activities that included continued widespread use of the developed materials in the state (4/5) and planning or conducting direct follow-up studies or activities (2/5). Only one of the SEAs said that local interest in the materials they produced with their WEEA grant faded when the grant ended. Table 36 lists the post-grant activities that occurred after the SEA's WEEAP grant ended.

Table 36

POST-WEEAP GRANT ACTIVITY (N=5 SEAs)

Activity	Frequency
Continued use of SEA-developed WEEAP materials statewide/nationwide	4
SEA staff regularly trained using project-developed materials	1
Training workshops conducted by former project staff	1
Follow-up activity funded and operating	1
Proposal written to continue grant activity	1
Project participants assumed leadership positions	1

What evidence do grantees have to show the impact of the WEEAP grant project? The interviewee in one SEA was unable to provide information on the grant project's evaluation, so responses summarized here are limited to five of the six SEA grantees in our sample.

These five grantees had gathered or planned to gather some evidence of impact or of the effectiveness of their projects, and two of the grantees were able to measure the overall impact of their projects or to attribute outcomes to specific project materials or strategies with some degree of confidence. Table 37 shows the kinds of evidence of impact that projects have or planned to have available and the number of projects that have gathered or planned to gather that type of evidence.

Table 37

EVIDENCE OF IMPACT FROM SEAs' WEEAP GRANTS (N=6 SEAs)

Type of Evidence	Frequency Cited
Data from pre-post attitude survey	4
(Compiled and analyzed)	(3)
(Uncompiled)	(1)
Data from unstructured interviews with participants	2
Personal impressions, notes, testimonies, anecdotes	2
Data from pre-post assessment of changed practices	1
Data from pre-post knowledge test	1
Data from questionnaires on effectiveness of workshop	1
Data from questionnaires on effectiveness of materials	1
Comparative statistics on changes in training & hiring practices	1
Statistics on numbers of persons who participated in project activities	1
Continuation of program after end of grant project	1

The two grantees who were convinced that their evaluation data provided sound evidence of the impact of their projects' activities used a pre-post evaluation design and/or comparison group design and assessment instruments they deemed to be valid and reliable. The evaluation strategies of those two grantees are summarized below:

1. Project objectives were clearly stated and an evaluation was planned to address each objective. Data were collected from participants statewide using (1) an attitude scale (pre-post), (2) a knowledge test (pre-post), (3) workshop evaluation questionnaires, (4) materials evaluation questionnaires, and (5) structured interview questionnaires on overall project effectiveness, including information on course enrollment changes and follow-up of participants. Results showed that attitude and knowledge had changed in the desired direction in most groups, and that the changes were statistically significant. Positive response to workshops and materials, increased course enrollments, and improved leadership activity were additional outcomes.

2. The project staff developed a pre-post assessment instrument and used it to interview key personnel in an experimental-control group evaluation design. The data they collected were first used to assess the instrument's reliability and validity. The same data were analyzed to determine if significant impact was made by project-developed strategies and to develop "profiles" of successful and less successful users of these strategies. Results indicated that the implementation of project-developed resources in participating LEAs enabled these school districts to make significantly greater changes than did the control districts.

Evaluations of the other three SEA grant projects were inconclusive for a variety of reasons:

1. One SEA grant project collected evaluation data but lacked resources to compile and analyze the data. Impact assessment consisted of collecting pre-post data on attitude change resulting from inservice sessions that used project-developed materials. Workshop evaluation questionnaires were also administered. Through an overview of the evaluation data, project staff had the impression that most of the workshop evaluations were "better than average," but that attitude change appeared to be minimal.

2. In this SEA grant project, it was impossible to say what part of the changes noted in the evaluation were due to the grant project, because of the variety of social forces that also could have been contributing influences. Evaluation data were gathered and analyzed with sophisticated statistical techniques. Changes were found to have occurred in the desired direction, suggesting positive project impact.

3. Another SEA grantee found that it would not be meaningful to use a pre-post evaluation design to measure the impact of the WEEAP materials, as had been originally proposed. There were two reasons for this: the groups using any one set of WEEAP materials were too small to yield statistically significant results; and the WEEAP materials formed only a part of the overall equity programs as eventually implemented. The evaluation of this grant project was not completed at the time of our interview, but it will be based on some general pre-post attitude testing, informal interviews with project participants, and staff observations.

In summary, the evaluations conducted by three of the six SEAs were relatively sophisticated approaches to determining the impact of using the strategies or materials they had developed under their WEEAP grants.

SEA Impressions of WEEAP Products Purchased and Their Impact (N=3 SEAs)

The data from our SEA interviews complements the user survey reported in Chapter II, although conversations with SEA staff were more general and

pertained to any and all WEEAP products purchased rather than to a single product.

What types of products were purchased? The three SEAs in the sample purchased curriculum materials and staff development materials. No mention was made of other types of materials in the WEEAP Publishing Center catalog, such as Counseling and Guidance, Career Development, Early Childhood Education, or Educational Administration materials.

How were the materials used? In all cases, the SEAs used the WEEAP materials at regional or local school district "show and tell" workshops or media fairs for teachers. The SEAs' intent was to demonstrate how to use the materials and to make teachers more aware of the educational equity resources available to them. Other uses of the WEEAP materials were:

- to provide SEA staff with reference material and/or a "working professional library;" and
- to provide LEAs with reproduced copies of parts of the materials in response to their specific requests.

What were the technical and substantive qualities of the materials? The three SEAs unanimously praised the substantive quality of most of WEEAP products they had purchased. In general, these SEAs were also pleased with the products' technical quality; one mentioned, however, that the technical quality of some videotapes that had been purchased was poor.

Were the materials easy to implement or to adapt? In commenting on the general need to use the products flexibly, the three SEAs expressed the opinion that WEEAP materials are too comprehensive, detailed, and complex to be implemented in their entirety (3/3). They said, for example, that most LEAs are not able to commit themselves to a full course or series of workshops on educational equity and prefer strategies or materials that either can be infused in an existing curriculum or pulled apart into shorter lessons or activities. Two of the SEAs commented that most WEEAP materials are easily adapted to local needs; the third felt that while some of the materials assume too much knowledge on the part of LEA users, "they are well suited for use by SEA personnel, who are already attuned to equity issues."

What were the outcomes from using the materials? Table 38 shows the outcomes that this sample of SEAs expected and accomplished from using WEEAP materials. Most SEA purchasers felt that their objectives had been met; no one said that the materials definitely did not bring the desired outcomes.

Table 38

OUTCOMES EXPECTED AND ACCOMPLISHED BY SEAs
FROM USING WEEAP MATERIALS
(N=3; double counting results from multiple expected outcomes)

Expected Outcomes	Frequency		
	Expected	Accomplished	Not Sure
Various state and local educational and/or administrative personnel trained in sex-fair curriculum, Title IX issues, equitable classroom interactions, or using equity materials with students	3	1	2
Local school districts (LEAs) adopt equitable classroom strategies & infuse curriculum with equity materials	2	2	
LEA workshop participants spread information about equity issues to others in LEA	1	1	
TOTALS	6	4	2

What indicators were accepted as evidence of these outcomes? One of the three SEAs interviewed had done a formal summative evaluation of the impact of an educational equity workshop program. Each workshop was evaluated with a post session "feedback questionnaire." In addition, questionnaires were mailed to a sample of workshop participants asking whether knowledge and materials acquired were shared with others in the LEA, what the local reception was to these ideas, and what, if any, changes in classroom behavior resulted. Data from the 45 percent of their sample who responded to the questionnaire were compiled and analyzed. Results were as follows:

- Almost all (91%) reported some change in classroom behavior as a result of the workshop materials. Changes included elimination of grouping by sex, elimination of sexist language, better balance of male-female class interaction, and evaluation of texts and materials for sex fairness. A large proportion (86%) of respondents felt there had been "a reduction of sex stereotyping" in the classrooms in their LEAs.
- A majority of participants did share knowledge and materials.
- A majority reported that LEA personnel were cooperative and receptive to the new ideas and materials.

The other two of these three SEA purchasers did not conduct formal evaluations. In one case, the SEA staff who visited LEAs had the impression that only about five percent of the inservice participants went on to use the equity materials but that LEA personnel who used WEEAP materials liked them very much. The second SEA evaluated some workshops, but not others. This SEA relied mainly on year-end reports submitted by LEAs to estimate the impact of the educational equity program. These reports indicated a positive response and the development of local equity projects.

In summary, it is difficult to draw conclusions about WEEAP product impact per se from this sample of SEAs, partly because of the small size of the sample, partly because the SEAs were deliberately selected for their extensive involvement in equity activity, and partly because quantitative data were not commonly collected by this group as evidence of WEEAP product impact or of the impact of the SEAs' equity activities. We can only say that the three SEAs that did conduct formal evaluations were satisfied with the WEEAP materials and with their own progress in making their educational programs, practices, and policies more equitable. They planned to continue their activities in much the same way as in the past; the one change mentioned was the intention of one SEA to purchase WEEAP materials that were more directly related to subject-specific curricula.

Future Directions of Educational Equity Activity (N=17 interviews in 9 states)

As a way of estimating the past and likely future impact of the WEEAP program, a sample of 17 WEEAP grantees, product purchasers, and other SEA personnel involved in educational equity was queried about the future of educational equity in their states.* Results follow.

Are there plans for continued use of WEEAP products and approaches? This issue was approached by discussing two topics: (1) whether the agency with which the interviewer was associated planned to continue its current activities and to use WEEAP materials and (2) whether the SEA would continue to play an active role in educational equity. Most of those interviewed

* It should be noted that responses represent the informed opinions of a group of people who are involved in educational equity issues, but who are not necessarily decisionmakers in their states regarding budgets or program planning. (Refer to Table 33 for a listing of the positions of the interviewees.)

believed that their SEAs' activities in educational equity will continue in the future in some form (16/17). Specifically, 76% said that the state agency in which they worked will continue to acquire WEEAP products "as long as the agency's funding continues." They cited varying degrees of dependence on WEEAP products, as is shown in Table 39.

Table 39

DEGREE OF PRESENT DEPENDENCE ON WEEAP MATERIALS BY STATE AGENCIES PLANNING TO CONTINUE TO USE WEEAP PRODUCTS (N=13)

Degree of Dependence	Frequency Reported
Rely heavily on WEEAP products	4
Use many WEEAP Products	2
Use some WEEAP Products	3
Use a small number of WEEAP Products	1
No comment	3
TOTAL	13

All of those interviewed said that their SEA will probably continue some level of equity activity, but their responses were nearly all qualified. For example, the state will continue to fund these activities if there is vocal community support (4/17); if federal funding continues (4/17); if the CSSO continues to be supportive (2/17). In the absence of any federal funding, as is shown in Table 40, few interviewees (4/17) believed that their SEAs would continue to support educational equity.

Table 40

LIKELY LEVEL OF STATE EDUCATIONAL EQUITY ACTIVITY IN THE ABSENCE OF FEDERAL FUNDING (N=17)

Level of Activity	Frequency
Increased activity*	2
Continue at same level	2
Reduced level of activity	3
Minimal or greatly curtailed activity	7
Uncertain	3
TOTAL	17

* One of these expected greater activity with a smaller staff.

If federal funding for educationel equity is included in "block grants" at some future time, what is the likelihood that the state will allocate the present level of funds for educational equity? Nearly half (8/17) of those interviewed said that their SEAs would be unlikely to allocate funds out of block grants to continue equity activities at the present level (that is, the level of current federal plus state funding). Looking at responses on a state-by-state basis (rather than at individual interviewee responses) we find that allocation of funds for educational equity out of block grants is likely to be in jeopardy in six of the nine states.

On the other hand, five interviewees thought their SEAs would continue to fund all current equity activities in a "block grant" situation. Two of these five interviewees believed that block grants would actually improve the position of educational equity funding (2/17). These two individuals gave different reasons for a positive prognosis:

- In one state, educational equity is not a top priority and there has been little SEA interest in seeking out funding for this purpose. However, the individual interviewed hoped that block grants would have funds "earmarked" for equity, and if that were the case, the SEA would have to use the funds for the designated purpose. In addition, this interviewee thought that a well-coordinated state-administered program would have more potential for close contact with the LEAs statewide than WEEAP's current grant system can provide.

- The second of the two states had strong legislation, a committed CSSO and legislators, and interested LEAs, but lacked funds for equity activity. Block grants were perceived as having the potential for providing the funding this SEA needs to strengthen its existing commitment to equity.

If equity materials were no longer available through WEEAP, would the SEA develop and publish similar materials? There was a consensus on this point in only one state, where both interviewees said the state would definitely not fund the development of equity materials. Six interviewees (representing five of the nine states) said that such funding was not likely; three (representing three states) said limited funds might be made available; five (representing five states) said the states would fund such efforts; and three interviewers in three states declined to give an opinion.

What factors encourage or discourage educational equity activity by the SEA? Table 41 displays the following information for each of the nine states:

- indicators of the state's current activity or involvement in educational equity;
- the current role played by the SEA with respect to educational equity;
- the future likelihood that the state will commit block grant funds for educational equity activity; and
- the likelihood that the state will develop and publish educational equity materials in the absence of such materials from WEEAP.

The one state (state "C") where there was closest agreement between interviewees that the state would probably fund educational equity out of block grants and would probably develop equity materials was also the state with the greatest number of indicators of pro-equity involvement (5+3=8 indicators). In the two other states with considerable equity involvement (states "H" and "I"), those interviewed were also fairly positive about continued funding. At least two of these three states (C, H, and I) showed the following indications of equity involvement:

(1) The CSSO supports educational equity (3/3).

(2) There is a SEA plan for future equity activity (3/3).

(3) The state currently provides some funds for this purpose (3/3).

(4) The SEA's role has been to provide technical assistance, to disseminate information, and to monitor for compliance with provisions for educational equity in LEAs (3/3).

(5) There is strong state legislation for equity (2/3).

The five states with the least amount of equity involvement according to the eight indicators (states "A," "B," "D," "E," and "F") were also those with the lowest perceived likelihood of future equity funding. (State "G" is not mentioned here because there was only one interviewee, and thus one response to each question.)

Table 41

INDICATIONS OF STATE ACTIVITY/INVOLVEMENT IN EDUCATIONAL EQUITY AND LIKELIHOOD OF FUTURE INVOLVEMENT
(N=17 interviewees representing 9 states)

Indicators	State A	B	C	D	E	F	G	H	I	TOTAL
Supportive CSSO		x	x	x			x	x	x	6
SEA Equity Plan			x			x	x	x	x	5
Equity Legislation			x	x			x	x		4
Current State Funding		x	x					x	x	4
Political Support			x							1
TOTALS	0	2	5	2	0	1	3	4	3	20
SEA Role in Educational Equity										
Provides Technical Assistance	x	x	x	x	x	x	x	x	x	9
Disseminates Information		x	x	x	x		x	x	x	7
Actively Monitors Compliance			x	x	x			x	x	5
TOTALS	1	2	3	3	3	1	2	3	3	21
Would state fund ed. equity out of block grant funds? +	0 3	0 2	3 3	0 1	0 2	1 1	(0) (-)	2 3	1 3	
TOTAL (2 interviewees per state)*	3	2	6	1	2	2	(N/A)	5	4	
Would state develop/publish equity materials? +	0 2	0 0	3 2	2 3	1 0	1 0	(3) (-)	0 3	1 3	
TOTAL (2 interviewees per state)*	2	0	5	5	1	1	(N/A)	3	4	

* Coding: 0=NO
1=Uncertain
2=On a Limited Basis
3=YES
--=only one interviewee (State "G")

Figure 4 was drawn to show the correlation between the number of indicators of past state involvement in equity (the eight indicators in Table 41) and the perceived likelihood of future state involvement. The fact that nearly all states appear within the narrow cigar-shaped band indicates that there is definitely a positive relationship: the more indicators of past involvement, the greater perceived likelihood of future involvement in equity activity.

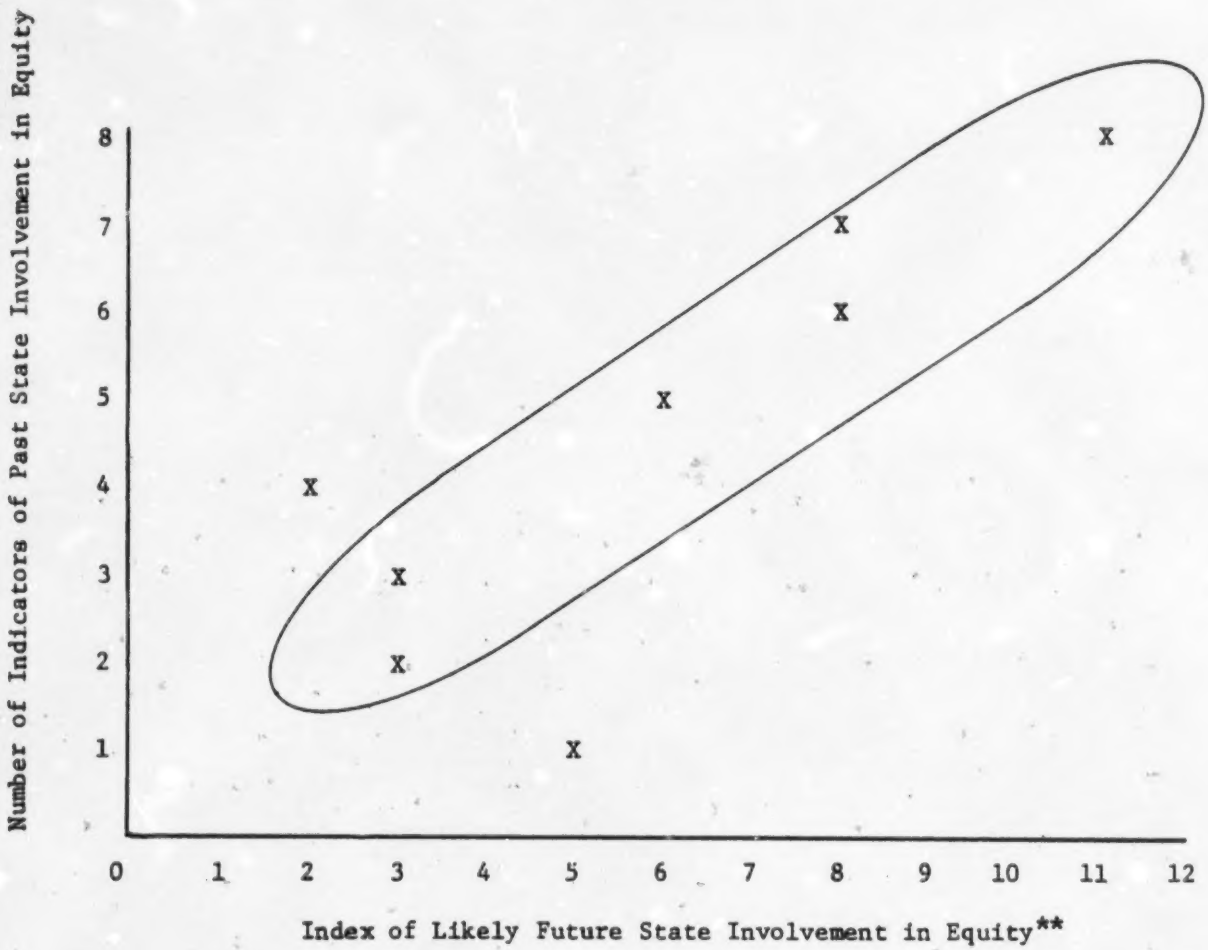
It should be noted that all of the individuals interviewed were personally committed to the goals of educational equity and have made it the focus of their professional careers in recent years. Nevertheless, and despite their general optimism, most (10/17) commented during the interviews that educational equity is not their states' top educational priority and that strong competition for shrinking state education funds will be a hindrance to future funding of educational equity (8/17). For this reason, they stressed the importance of continuing federal equity programs such as WEEAP.

What could WEEAP do to assist SEAs more in their educational equity efforts? SEAs are frequently the main source of information, materials, and guidance for LEAs on issues of educational equity. For that reason, it is important that WEEAP include the SEAs in its strategies to develop model equity products, disseminate them, and demonstrate their value. Interviewees in this sample of SEAs wanted WEEAP to take steps to (1) help SEAs be more responsive to the needs of LEAs and (2) help SEAs provide better leadership in the area of educational equity. Specific suggestions for WEEAP supportive action included the following:

- Sponsor workshops for SEA personnel to familiarize them with WEEAP materials.
- Provide free samples to SEAs of all materials from the WEEAP Publishing Center.
- Fund the development of models of SEA technical assistance pertinent to Title IX and other equity issues.
- Develop guidelines for use in reviewing curriculum and evaluation instruments for sex-fairness.
- Develop evaluation instruments to measure the effectiveness of educational equity programs.
- Fund grant projects to develop materials in the following content areas judged by SEAs as being in demand by LEAs:

Figure 4

CORRELATION OF PAST AND LIKELY FUTURE INVOLVEMENT IN EDUCATIONAL EQUITY*



* Includes data from the eight states where two people were interviewed.

** Index represents sum of coded responses noted on Table 41.

student leadership training; sex-role identity needs of teenagers; sexual harrassment; and domestic violence.

- Fund grant projects to develop materials intended for use with Spanish speakers, community groups, and males.

The SEAs also felt the need for more information sharing among all those interested in educational equity. They hoped that WEEAP would do some of the following to take a lead in improving information sharing:

- Provide information sheets on potential funding sources for educational equity efforts.
- Distribute updates to SEAs about educational equity activity at the federal level and among CSSOs.
- Build a "WEEAP data base" and fund research projects for this purpose. Data of interest to SEAs would include the amount of money spent to date by WEEAP, numbers of people and agencies affected by the program, and reliable information on the impact of specific WEEAP products and strategies.
- Distribute bibliographies of sex-fair materials organized by subject area. A related suggestion was to fund a clearinghouse for educational equity publications from all sources, not just from WEEAP.
- Compile a directory of model educational equity programs and of resource groups and individuals organized by geographic region.
- Fund more action-oriented projects as opposed to product-development projects.
- Sponsor regional conferences where legislators, SEA leaders, CSSOs, and others can learn about the value of educational equity for improving educational programs, policies, and practices.

Many of the SEA suggestions for supportive action and information sharing by WEEAP are already part of the WEEAP strategy. However, the SEA interviewees were apparently not aware of these ongoing activities, a fact which in itself speaks for the necessity of building better WEEAP communication with SEAs.

Summary

Results of the survey of educators in nine state education agencies (SEAs) showed that these equity-involved individuals were pleased with the outcomes from their WEEAP grant project activities and from use of materials developed by other WEEAP grantees. They cited numerous examples of positive outcomes that they felt could be attributed to the WEEAP-funded activities or products. Rigorous, quantifiable evaluation evidence for these outcomes, however, was offered in only four of the eight states where information on evaluation could be obtained.

The general satisfaction with WEEAP-developed materials and strategies was apparent from the fact that this sample of SEAs hoped to continue to rely on WEEAP as they had in the past. The importance of a federally funded equity program was also underscored by the finding that most SEAs would probably not be able to support out of state funds the kinds of activities that WEEAP presently supports. This survey also indicated that those states with the greatest current involvement in educational equity activity (whether such activity be state- or federally funded) were also those states with the greatest perceived likelihood of continued backing for equity activity.

Finally, the SEAs in this sample had numerous suggestions for ways that WEEAP could assist them in their continuing efforts to improve the fairness to both sexes of their states' educational programs, policies, and practices. They also suggested specific ways in which WEEAP could take the lead in promoting better information sharing among all those interested in educational equity.

Implications for WEEAP's Future Evaluation Planning

A major WEEAP objective is to provide educational systems with tools for improving the equity of their programs, policies, and practices. State education agencies (SEAs) are a major channel for reaching local educational systems. The SEA perspective, therefore, is an important one to incorporate in WEEAP's future plans and in assessments of the value and impact of its products, approaches, and projects.

If WEEAP wants to generalize from the responses of a few SEAs to all SEAs, future evaluation planning must provide for drawing a random sample from the universe of SEAs. There is a strong implication in our findings that one basis for selecting a SEA sample would be the presence or absence of certain "indicators of involvement in equity."

Questions that our short assessment did not answer but that could be addressed in a future evaluation would include the following:

- What kinds of specific requests for particular types of equity materials and assistance do SEAs receive from LEAs most often?
- What specific types of materials do states develop for themselves?
- What advice can SEAs provide to WEEAP and the WEEAP Publishing Center on the states' specific preferences for WEEAP's future development, dissemination, and demonstration of its products and approaches?
- Are there specific ways in which the SEAs and WEEAP can collaborate in improving the effectiveness and economy of promoting and disseminating WEEAP products in LEAs?

Chapter VII

INTEGRATED FINDINGS FROM THE RAPID FEEDBACK EVALUATION AND RECOMMENDATIONS FOR IMPROVING PROGRAM MANAGEMENT AND EVALUATION

Purpose

In Chapter I, the purposes of the rapid feedback evaluation were set forth:

- to obtain a rough estimate of progress toward the agreed upon objectives for the WEEA Program from information that was easy to obtain and analyze;
- to estimate the feasibility and likely utility of conducting a more formal evaluation of program performance in the future; and
- to recommend action steps (management and evaluation options) which could be exercised to improve the program.

In this chapter, we deal only with the first and third of the above items. The second item was addressed at the end of each of the preceding chapters in concluding sections called "Implications for WEEAP's Future Evaluation Planning," to which the reader may refer.

The first section of this final chapter integrates results summarized in the preceding five chapters. The summary of integrated findings indicates the progress WEEAP has made toward the agreed upon objectives for its field operations.

The second section presents management and evaluation options which can be implemented to strengthen the WEEA Program and to improve its ability to demonstrate measurable success in achieving its objectives.

Integrated Findings

WEEAP's Objective: "Develop diverse, tested model products and change strategies."

Findings on "Diversity" of WEEAP Products

- A variety of materials have in fact been developed under WEEAP grants; most of these were in three major categories: Staff Development; Curriculum; and Career Development.

- Our analyses of sales data suggested that items in the Staff Development and Curriculum categories may be approaching the over-supply point--at least for the particular items being offered. Greater selectivity in future funding of product development in these categories (and in pre-publication screening reviews) may be justified.

- Conversely, there may be justification for increasing the relative proportion of items in the Career Development and Guidance categories.

- Even though there were 193 items available for sale through WEEAP's Publishing Center and these consisted of a diverse array of products and approaches, our interviews with users indicated that gaps and unmet needs existed. Examples included:

  - the need for more materials designed specifically for classroom use and staff development at the elementary level, the postsecondary level, junior high school, and high school;

  - more products which are amenable for use with males as well as females;

  - more products which include short, very easily adapted and easily infused activities;

  - the need for materials which build in short lesson plans and/or which link parts of the material to topics, themes, and subjects commonly taught in school;

  - more products for use with or by disabled,* minority,* and re-entry women;

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* The number of products and approches which address the needs of disabled and minority women can be expected to increase, because WEEAP established priorities for such projects in its 1980 regulations and has increased the proportion of its budget to be allocated to these two priority areas in each year, from 25% in FY '80 to 40% in FY '81 for "racial and ethnic minority women and girls" and from 10% in FY '80 to 15% in FY '81 for "disabled women and girls."

- the need for model strategies for use by agencies such as state education agencies (SEAs) in providing equity-related technical assistance;

- the need for more materials which are designed to be used with community groups.

Findings on "Testing" by Grantees of Products They Develop for WEEAP

- Most grantees "tested" in some way the products they developed. However, their evaluations were limited in scope and lacked rigor because of the small budgets and short time lines of many of the grant projects and the limited evaluation expertise of their staffs.

- Appropriately enough, grantees' evaluations focused on data of immediate interest to them in successfully producing material that would be judged worthy of dissemination by WEEAP. While grantees' evaluation objectives occasionally overlapped with the broader programmatic objectives of most interest to WEEAP, this was unintentional.

- Grantees were virtually unaware of WEEAP's overall objectives, the outcomes of grant projects that would be of most interest, and how WEEAP would actually make use of such information if grantees could provide it.

- Grantees reported that their inability to demonstrate more dramatic change was the result of methodological or design problems in their evaluations and not to weaknesses in their products.

- Grantees were unsure about where to go for help with their evaluation problems, which they judged to be too tough to resolve easily within their grants' budgetary and time constraints.

- As a group, the SEAs in our sample of WEEAP grantees were more likely to have done sophisticated product and project evaluations. (SEAs probably had easier access to the expertise required to do good product and project evaluations.)

Other Findings on Product Development

- The substantive and technical quality of WEEAP products overall were perceived as having improved since products first became available through the WEEAP Publishing Center late in 1978.

- Many interviewees perceived that there was room for further improvement in audiovisual materials.

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WEEAP's Objective: "Produce and market the best of these model products and strategies to potential users, nationwide."

Findings on Production of WEEAP Materials by the Publishing Center

- The cumulative total of grantee-developed materials available from the WEEAP Publishing Center more than doubled between 1979 and 1980 (from 69 items to 140, based on items listed in the Publishing Center's cumulative sales records for those two years).

- The major types of materials that passed the screening review and were published as of the end of 1980 were Staff Development, Curriculum, and Career Development materials. These three item types accounted for 90% of the products available for sale by the WEEAP Publishing Center.

- In 1981, more than two-thirds (69%) of the 193 items available from the Publishing Center cost less than $10.00 and 43% cost less than $5.00.

- While moderately priced items sold better than expensive items (those over $10.00), this may not have indicated a lack of popularity but rather the option to obtain many of the expensive items at a much lower price through rental. For example, all 34 audiovisual items in the expensive category could be rented.

- Several of the grantees in our study whose materials had been produced and marketed by the WEEAP Publishing Center wanted the lag time reduced between submission of materials for pre-publication screening review and production/marketing of materials that were approved for dissemination.

Findings on Procedures for Marketing WEEAP Products

- Some of the grantees in our study whose materials had been disseminated by the WEEAP Publishing Center were concerned that marketing was not tailored sufficiently to potential users for specific kinds of materials (within major categories used to sort them for the WEEAP Publishing Center's catalog).

- Grantees had received requests for their products from a wide variety of individuals and groups and could make these known to the WEEAP Publishing Center for use in future marketing of the grantee's own and similar products.

- Data from our grantee and user samples suggested that WEEAP consider the potential value of face-to-face contact between product developers and users as a way to enhance sales and to increase the likelihood of product utilization.

- Several product users in our samples expressed the opinion that dissemination could be improved by offering more opportunities for potential purchasers to examine materials first-hand.

- Many of the product users in this study were unaware that development of the items they purchased had been funded by WEEAP. This connection escaped them in spite of the standard acknowledgment included in the materials and the Publishing Center's efforts to highlight WEEAP's role in supporting product development and dissemination.

Findings on Outcomes from Marketing WEEAP Products

- A total of 42,798 items, representing $333,866 in dollar volume, were sold by the WEEAP Publishing Center from 1978 through 1980. (The first sales were recorded during the latter part of 1978.)

- WEEAP product sales more than doubled between 1979 and 1980 in terms of the number of items sold: 12,112 items were sold in 1979 and 28,940 items were sold in 1980. The dollar volume represented by these figures was $119,117 in 1979 and $184,256 in 1980.

- The WEEAP Publishing Center appeared to be marketing products successfully to potential users for whom these products were originally intended. Our estimate was that between 82% and 92% of WEEAP products were purchased by postsecondary institutions, state education agencies (SEAs), and elementary/secondary institutions.

- Although all types of purchasers bought a wide variety of items, most bought Staff Development, Curriculum, and Career Development materials. Most of the available products are in these three categories and accounted for about 90% of the Publishing Center's overall sales of WEEAP products from 1978 through 1980.

- WEEAP products appeared also to have modest appeal for types of purchasers for which they were not originally envisioned or planned. Our data indicated that purchaser types who had

not been the Publishing Center's primary audience for particular types of products were buying them nevertheless (e.g., businesses, professional organizations, women's centers, and individuals).

- Every state in the nation is represented in the WEEAP Publishing Center's file of purchase invoices, but our preliminary data suggested that there were substantial regional variations in the quantity and dollar volume of items purchased and in the types of buyers who were purchasing these items. There were no regional variations in the major types of items purchased, however; all regions bought mostly those items in the three top-selling categories.

A Finding Related to Expanding WEEAP's Dissemination Focus in the Future

Several individuals, including those in our sample of SEAs, suggested that WEEAP now expand its dissemination focus beyond providing "tools" like model products and approaches. They cited specific needs for:

- disseminating various kinds of information, such as current equity activities in other agencies, other sources of equity materials, and evaluation data indicating the impact of equity projects and materials;
- facilitating formation of "working networks" by providing a way to locate individuals in similar equity-related endeavors;
- making known various sources of funding for initiating or continuing equity activities.

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WEEAP's Objective: "Demonstrate that these model products and strategies are usable, useful, valuable, beneficial, and adaptable.

"Specifically, demonstrate that use:

"produces positive changes in participants' behavior, attitudes, aspirations, and awareness and in educational policy and practice;

"fosters a conducive environment for equitable change;

"enhances the capability of the educational system to achieve educational equity."

Findings on Users' Choice of WEEAP Products

- WEEAP products were consistently chosen for perceived ease of use. For example, curriculum materials with short, easily adapted and easily infused activities were the most sought after by staff at the national demonstration sites.

- A related finding was that purchasers looked for products that appeared to be easy to use in part, rather than in their entirety, and that could be modified without a major curriculum writing effort.

- The products were most frequently chosen with the intention of using them for staff development, for students' classroom activities, for background for developing curricula or workshops, or as an on-the-shelf reference for staff.

Findings on Utilization of WEEAP Products

- WEEAP products were judged to be self-explanatory, easy to use, and easy to adapt.

- WEEAP materials were rarely used intact. Instead, parts of a product were selected and adapted to suit the user's situation.

- Use of WEEAP materials did not require special technical assistance. This finding was not surprising, given that products were chosen for their perceived ease of use and that users freely selected and adapted portions of a product they wanted to implement.

- Staff at the five national demonstration sites unanimously reported that inservice training which focused on particular WEEAP products led directly to utilization of those same products by the workshop participants.

- WEEAP products were frequently used in combination with other resources. While this suggested that these WEEAP products were flexible enough to be integrated easily with other materials and presentations, it ruled out the possibility of attributing the event's success directly to WEEAP products and approaches.

Findings on Outcomes from WEEAP Product Utilization/Demonstration

- Grantees and product users accomplished, to their satisfaction, most of the outcomes they expected. The most frequently reported expected outcomes were as follows: to develop useful products and approaches; to increase awareness of or to achieve positive attitude change toward educational equity issues and women's issues on the part of students, educators, and administrators; to train educational and administrative personnel in equity-related skills, approaches, and product utilization; and to initiate or implement equity activity, materials, and projects.

- Very few users or grantees had quantifiable evaluation data that could specifically and reliably support the above claims.

- The WEEAP grantees in our samples identified two major areas of contribution to the overall quality of educational programs, policies, and practices:

  - increased awareness of women's educational equity issues; and

  - incorporation of the grantees' product(s) into existing or new courses and programs.

- Demonstration site staff were positive about the results of this strategy, as the first full year of integrating WEEAP products and approaches with existing educational programs in their school districts was ending and funding for a second year was assured. A report that--to the extent possible--provides a coordinated view of overlapping evaluation findings at the five sites will be available next year.

- The SEA grantees in our sample reported continued, related, post-grant activity affecting educational policies and practices within the SEA and throughout the state.

Findings on Continued Equity Activity in the Absence of WEEAP Funding

- Data from interviews with the SEAs in our samples indicated that federal support in the form of information, materials, and funds would be required to sustain their present level of equity activity in the future.

- We found a strong positive relationship between the number of indicators of past SEA involvement in equity and the perceived likelihood of future involvement in the absence of federal funding for this specific purpose. These indicators included:

- strong CSSO support for educational equity;
- an SEA plan for future equity activity;
- current state funding for equity activity;
- an SEA role in providing equity-related technical assistance, information dissemination, and monitoring; and
- strong state legislation and political support for equity.

- Staff at the five national demonstration sites predicted that, if WEEAP funding for the national demonstrations ends, educational equity activities and utilization of the best of the WEEAP products will continue through the teachers who have been trained. However, staff were not optimistic about sustaining the current level of effort when WEEAP funding ends.

Recommendations for Improving Program Management and Evaluation

The remainder of this chapter presents action steps which could be taken to improve the WEEA Program. Recommendations in the first set of action steps are categorized as "evaluation options." The emphasis in each of these options is to find out how the program is operating so that strategies can be shifted or changed. In this connection, data collection, synthesis, and analysis may be required. Recommendations in the second set are termed "management options." These options call for changes in program strategies or operations that are not intended to be preceded by systematic assessments requiring data collection and analysis and outside expertise.

The distinction between management and evaluation options is made in consideration of the fact that program management will weigh the advantages of exercising certain options against the costs of doing so. Management options, for the most part, can be exercised without increasing the size of federal program staff and without the need for outside consultants. Evaluation options, on the other hand, may require supplementing expertise of federal program staff with outside evaluation expertise.

Each of the two sets of options is further subdivided according to the three major components of WEEAP's strategy for achieving its objectives: (1) product development; (2) product dissemination; and (3) product utilization and the demonstration of impact.

Evaluation Options

Product development.

- Systematically examine the specific nature of gaps within major types of items, as well as possible needs for other major item types. The product of this effort would be specifications for the kinds of materials which need to be developed to fill the gaps.

- Determine the amount and type of technical assistance the Publishing Center provides to grantees during product development, and assess the extent to which such assistance is improving the quality of submitted products.

Product dissemination.

- Determine whether and how the screening review process can be expedited without sacrificing its value or ignoring criteria that have been established for the review panels to use in identifying and approving the "best" of the submitted products for publication and dissemination. For example, products that are subjected to extensive review, trial, and revision during the grant period and that are clearly outstanding in the judgment of WEEAP staff and the Publishing Center might bypass review panels in the interests of shortening production time. Also, products with especially critical "time value" could be given special review treatment to assure that they are not out of date soon after publication.

- Determine whether the Publishing Center's technical assistance during product development has contributed to shortening production schedules, in exactly what respects improvements are evident, and the nature of effective assistance. The product of this effort would be specific recommendations for refining future technical assistance during product development to achieve further reductions in lag time and publication cost.

- Assess the appropriateness and cost-benefits to WEEAP of utilizing alternative dissemination sources. Specifically, include in the assessment of each potential alternative dissemination source the characteristics of products it is well-equipped to publish and market, the target groups it serves, and the financial implications of utilizing it.

- The WEEAP Publishing Center is succeeding in selling the greatest volume to the major types of purchasers for whom the major types of WEEAP products are intended. However, determine whether marketing can reasonably be improved to sharpen targeting of particular products within these major types.

- Continue to orient marketing toward groups for which WEEAP products are intended, but assess the cost benefits of strategies for reducing apparent regional imbalances. Specifically, target for SEAs in states with many indicators of past

involvement in equity but that have not been heavy purchasers of WEEAP products. Good SEA candidates for targeted marketing can be identified by reviewing state files at the Resource Center for Sex Equity at the Council of Chief State School Officers' headquarters in Washington, D.C.

- Determine whether products intended for users outside educational institutions are selling as well as expected. Examples would be products intended for use by businesses, professional organizations, and women's organizations.

- Re-assess the cost-benefits of providing for a computerized billing system so that the WEEAP Publishing Center can continuously monitor sales performance without diverting staff time from the demands of product review, revision, publication, and marketing.

- If the option for providing for computerizing the Publishing Center's sales records is exercised, explore low-cost options for obtaining qualitative information needed to better interpret quantitative analyses. One idea is to pre-print a few pertinent questions on the catalog order form.

- If the sales records are computerized, also re-evaluate the classification scheme for sorting WEEAP products. For the purpose of sales analyses, new categories are needed that are directly pertinent to the questions of most interest in planning for future product development, dissemination, and utilization. The categories that appear in the WEEAP Publishing Center's catalog at present are not adequate for this purpose, although they may serve marketing purposes.

Product utlization and demonstration of impact.

- Once WEEAP has reviewed evaluation reports related to the five national demonstrations, explore ways of capitalizing on evidence of positive changes in educational programs, policies, and practices at the participating sites.

- Determine which states have been purchasing WEEAP products in amounts well below what might be expected based on current population statistics. Also determine which of these states have a large number of indicators of past equity involvement and whose SEAs have excellent in-house expertise in evaluation, adequate data processing capability, and good publication facilities. Then, consider giving preference to SEAs in these states in awarding grants for product development and product impact evaluations. The rationale is to bring about a better balance in regional sales by promoting WEEAP in those segments of the market where the potential for sales apparently is not being achieved. At the same time, selectivity based on the suggested criteria could "extend" the resources available to the grant project.

- Fund follow-up evaluations to identify continuing effects of major WEEAP product utilization efforts, such as the five national demonstrations of educational equity in which WEEAP products are a centerpiece.

- Consider selectively funding grantees or contractors to do well-designed studies in which the experimental treatment or intervention relies on a specific WEEAP product or combination of WEEAP products and approaches. Fund these evaluation grants/contracts adequately and specify exactly what outcomes, indicators, and information are of most interest to program management and how the information will be used. Further, WEEAP should confirm that the measures and indicators to be used are directly related to its programmatic objectives and will contribute substantially to building a research base.

Management Options

Product development.

- With a large number of items currently available for sale by the Publishing Center, WEEAP should now be more selective in funding product development grants. Aim for high-quality items which are most needed.

- Involve representatives from postsecondary institutions, SEAs, demonstration sites, and elementary/secondary institutions in determining the characteristics of materials that are needed to fill gaps in the existing WEEAP product line. (These groups should be involved because they are presently the major types of users of WEEAP products.)

- During product development and revision--that is, throughout the grant period--implement procedures for determining that grantees are bearing in mind sufficiently the eventual use and users for their products. Specifically, be sure grantees are building in appropriate features that the results of this study indicated were desired by users: lesson plans; short activities; lots of visuals; how-to information that facilitates infusing material into various subject areas, topics, themes, and events; suggestions for adapting material without a major rewriting effort; use of formats that make it easy to use material selectively (to pull out pieces, for example).

- Encourage grantees to include in their products outlines for training others to use the materials. Potential users could be further assisted in product utilization and adaptation if grantees would include in their materials information for contacting resource persons and information on how the product was used during its developmental tryout.

- Assess the potential payoff from collaborating with product development efforts of other agencies or groups whose objectives are compatible with WEEAP's. Advantages: conservation of resources while extending WEEAP's arena of influence. Examples of agencies or groups are the Council of Chief State School Officers, state education agencies, various sex equity organizations, networks, and coalitions.

- Reconsider the existing heavy emphasis on product development as the intended outcome of every grant. Selected grantees could be funded for other activities: major evaluation efforts required to build a research base; comprehensive, action-oriented efforts; demonstrations of collaborative arrangements with potential for low-cost training and implementation of equity concepts and strategies; networking, etc. (WEEAP would have to publicize these efforts with new dissemination strategies, however.)

Product dissemination.

- Encourage grantees to consider alternate dissemination sources under certain circumstances, e.g., their products would take much longer to publish for some reason if the Publishing Center were to do it; excessive publication costs relative to costs of producing other materials would be incurred (as for audiovisual items); similar products of comparable quality are already being disseminated by the Publishing Center, etc.

- Consider increasing regional conference and workshop participation to capitalize on such occasions to provide opportunities for potential users to interface with product developers or product users. The purpose of such face-to-face contact would be to enhance product sales and utilization by providing how-to consultation on adapting particular WEEAP products to participants' situations.

- The Publishing Center currently prints an acknowledgment of WEEAP funding in every product and promotes the visibility of the federal program in all its promotional campaigns and appearances. In spite of their efforts, many purchasers of WEEAP products are unaware of the link. This suggests that WEEAP try other strategies if it desires to highlight its sponsorship of the development and dissemination of products available from the Publishing Center.

- WEEAP product promotion should highlight features of products that this study suggests will appeal to potential users: very easily adapted and infused material; sample lesson plans; guidelines for inservice training in product use and adaptation; inclusion of appealing and appropriate visuals; ease of linking to topics, subject areas, themes, and events, etc.

- Explore the feasibility of using "satellite" groups or individuals for presenting WEEAP products at conferences. Several former and present grantees, through their other equity-related activities, have become expert in working with state and local educational agencies and might provide a dissemination service to WEEAP free or at nominal cost.

- Continue to strive to keep prices of WEEAP products low, since items under $10.00 clearly sell well, and those under $5.00 sell even better.

- Consider increasing the use of free samples, long-term loans, and pre-purchase examination copies as enhancements for WEEAP product sales. Postsecondary institutions and SEAs in states with many indicators of past involvement in equity would be among the prime candidates for such inducements. WEEAP could attach a string, such as collaborative staff development workshops sponsored by the SEA or the postsecondary institution. The purpose of such workshops would be to familiarize staff with WEEAP products and approaches and to train them to use and adapt particular materials to suit their special needs.

- Reconsider the use of product-line brochures, eliminated when the Publishing Center's contract was negotiated. The brochures' purpose would be to target particular kinds of products for particular kinds of potential users within the major product and purchaser categories.

- Reconsider the advisability and appropriateness of disseminating more than model products, approaches, and materials. Specifically, consider disseminating types of information that are pertinent to meeting equity needs identified in this study: information on other sources of equity resources; links to equity networks and to individuals actively working in various equity areas; leads to other funding sources for equity activity; leads to sources of technical assistance--particularly in training educators and administrators to promote and implement equitable change within their organizations and programs.

- Selectively fund SEAs, or collaborate with them, in staff development activities that utilize WEEAP products and approaches in training local school district instructional and administrative personnel. Such SEA grants or collaboration should provide for assessing outcomes of interest to WEEAP in addition to outcomes of interest to the SEAs and the participating local districts.

- Help SEAs coordinate their current and future educational equity activities. WEEAP's purposes would be to:

  - help SEAs avoid unnecessary duplication of effort in product development and inservice training;

- extend to all states the availability of materials and approaches developed and disseminated in one state;

- assist states in establishing regional collaborative arrangements that will "extend" the resources any one state can devote to supporting educational equity activity.

Product utilization and demonstration of impact.

- Improve the feasibility and utility of grantees' evaluations of their products and projects by doing the following:

  - Limit the requirement for product testing to small "developmental tryouts" using a sample representing the type(s) of users for whom the draft products are intended.

  - Encourage grantees to include low-cost, easy-to-document outcomes of interest to WEEAP in their evaluation reports.

  - Tell grantees what outcomes are of interest to WEEAP and provide them with examples of suitable, readily obtainable indicators.

  - Specifically, encourage grantees to document "ripple effects" that are directly attributable to their WEEAP-funded grant activities and that can be compelling when corroborated by similar findings from other grantees' evaluations of their products and projects. Examples of the ripple effects reported in this study included incorporation of grantee-developed materials and approaches into existing programs and courses, success in winning support for post-grant activity, and requests for training others in the use of WEEAP materials and approaches developed during the grant projects.

- Publicize activities and outcomes that are directly attributable to utilizing WEEAP products and approaches at the five national demonstration sites. Consider involving the present Director of the Resource Center for Sex Equity in preparing the proposed publication. The Director's knowledge of the status of equity involvement in each state could be utilized to tailor publicity about the demonstration sites to the current equity concerns of SEAs, local school districts, and the state's postsecondary institutions.

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The evaluation and management options presented in this chapter were discussed with program management in the course of reviewing preliminary results from the rapid feedback evaluation and in critiquing and revising the draft of this report. Final decisions on which and how many of the recommended steps to take, and in what order, will depend on the WEEAP staff's estimate of future funding levels for the program, the prognosis for a federal role in sponsoring development and dissemination of educational approaches, and the potential for strengthening the persuasiveness of program constituents by providing them with timely and reliable information on the results of WEEAP's support for model product development, dissemination, and utilization.

REFERENCES

Campeau, Peggie L. Evaluability assessment of the Women's Educational Equity Act Program. Phase I Final Technical Report. Palo Alto, California: American Institutes for Research, 1981.

APPENDIX

- Products Purchased That Were Discussed by Interviewees in the User Survey (Chapter II)
- Positions of Staff Interviewed at the Five National Demonstration Sites (Chapter V)

PRODUCTS PURCHASED THAT WERE DISCUSSED
BY INTERVIEWEES IN THE USER SURVEY

The Whole Person Book (4)
Sex Discrimination in Schools (4)
New Pioneers (2)
How Women Find Jobs (2)
Developing Women's Programs (2)
Sex Stereotyping in Education (2)
New Directions for Rural Women
Venture Beyond Stereotypes
Trabajamos
Critical Events Shaping Woman's Identity
Career Shopper's Guide
Becoming Sex Fair
ACTIVE
Project CHOICE
Freedom for Individual Development
ASPIRE
Breaking the Silence
Competence is for Everyone
Beyond Pictures and Pronouns
Sources of Strength
New Directions for Rural Women
Continuing Education for Women

POSITIONS OF STAFF INTERVIEWED AT THE FIVE NATIONAL DEMONSTRATION SITES

1. Broward County, Florida
   - Project Director
   - Project Coordinator

2. Lincoln County, Oregon
   - Project Director
   - Field Coordinator
   - Evaluator
   - Assistant Sex Equity Specialist

3. Quincy, Massachusetts
   - Project Director
   - Site Coordinator

4. Reidsville, North Carolina
   - Change Facilitator
   - Project Manager

5. Tucson, Arizona
   - Project Director
   - Secondary Sex Equity Specialist